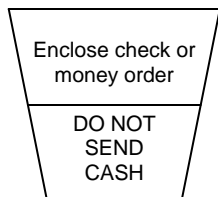


APPLICATION TO ADD AN ENDORSEMENT FROM AN OUT OF STATE INSTITUTION CHECKLIST

Incomplete applications will delay processing. Please double check:

- _____ Have you completed the sections dealing with personal information and background?**
- _____ Have you sent the form to the institution through which you completed most of the requirements for this endorsement (along with transcripts showing any requirements completed through other institutions) and secured the signature and seal (on the bottom of section II) of the recommending official at that institution (probably housed in the registrar's office)?**
- _____ Have you attached official transcripts of all college credits including transferred credits needed to add this endorsement? Course titles must show on the transcripts. Course numbers only or total credits transferred do not provide adequate transfer information.**
- _____ Have you enclosed your check or money order for \$50 per endorsement (\$85 for the first administrator endorsement)?**
- _____ Have you verified sufficient teaching and administrator experience?**
(-At least three years of teaching experience are necessary to qualify for an Administrator License.)
(-Three years of administrative experience are necessary to qualify for a superintendent endorsement.)
You may use our form or a letter from an administrator in the employing school district on school letterhead stating the nature, and dates of your assignment.
- _____ Have you signed and dated the application?**



APPLICATION TO ADD ENDORSEMENTS (NON-IOWA INSTITUTION)

State of Iowa
Board of Educational Examiners
Licensure
Grimes State Office Building
400 E. 14th St.
Des Moines, Iowa 50319-0147

Revised 10/07

INSTRUCTIONS:

1. Complete sections requesting personal information and background information and sign and date the document.
 2. Enclose the licensure fee made payable to the Board of Educational Examiners. The fee structure is:
\$50 for each new endorsement added to an existing Iowa license
\$85 for the issuance of an initial administrative license
 3. Attach **official** college/university transcripts of credit which verify that all requirements for the endorsement have been met.
 4. Have Section II completed by recommending college or university. This section is to be completed **only** by the recommending official at the non-Iowa institution where the applicant completed the endorsement requirements. Do not detach the relevant requirement pages until Section II has been completed.
 5. If applying for an Administrator endorsement, verify required full-time teaching and/or administrative experience on the enclosed form.
 6. Send all materials to the address that appears in the upper right hand corner of this page.
- NOTE:** Photocopies or copies by fax of any application forms or experience verification forms will not be accepted. Original signatures are needed. Name changes require a photocopy of official legal documentation.
(Please allow four weeks for processing. Incomplete applications will delay processing.)

Applicant's Folder #	Social Security #	Date of Birth Month Day Year	<input type="checkbox"/> Male <input type="checkbox"/> Female
Last Name	First Name	Middle Name	Maiden Name
Address	City	State	Zip Code
Home Phone ()	Work Phone ()	Email Address	

Background Information:

For any "Yes" response attach a written explanation on 8 1/2 x 11" paper. Be sure to include the date of the violation. DO NOT explain on this application form. *If you have reported a "Yes" response on a previous application, check PR (previously reported) instead of "Yes" on this application if no further conviction(s) has occurred.

- a. Yes ☐ No ☐ PR ☐ Have you ever been convicted of a felony?
- b. Yes ☐ No ☐ PR ☐ Have you ever been convicted of a crime other than parking or speeding violations (report any OWIs)?
- c. Yes ☐ No ☐ PR ☐ Have you ever had a founded report of child abuse made against you?
- d. Yes ☐ No ☐ PR ☐ Have you ever had an educational license denied, revoked, or suspended?

Statement of Fraud: Fraud in procurement of a license or falsifying records for licensure purposes will constitute grounds for filing a complaint with the Iowa Board of Educational Examiners.

I certify under penalty of perjury and pursuant to the laws of the state of Iowa that the preceding information is true and correct.

Signature of Applicant

Date

SECTION II - To be completed by institution

After our transcript analysis, we find that the applicant has completed the Iowa Board of Educational Examiners' minimum requirements for adding the following endorsement(s). See attached requirement pages.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Signature of Recommending Official

Institution Name

**Affix College
Seal Here**

Typed or printed Signature of Recommending Official

Date

Experience Verification Form

State of Iowa
Board of Educational Examiners
Licensure
400 E. 14th St.
Grimes State Office Building
Des Moines, IA 50319-0147

Applicant's Folder #	Social Security #	Date of Birth Month Day Year	<input type="checkbox"/> Male <input type="checkbox"/> Female
Last Name	First Name	Middle Name	Maiden Name
Address	City	State	Zip Code
Home Phone ()	Work Phone ()	Email Address	

2. To be completed by administrator

I hereby verify that the above-named applicant served successfully as a teacher or administrator in this school district during the dates indicated below, based on a local evaluation process. (If verifying only substitute teaching, please complete lines d, e, f, and g).

- a) _____ - dates in district, list beginning and ending month and year dates
- b) _____ - specific grade(s) taught or administered
- c) _____ - subject area / disability area / or administrative area
- d) _____ - school district/ college
- e) _____ - city
- f) _____ - state, if other than Iowa
- g) _____ - days in district, of only substituting

Signature of Administrator Date

Typed Signature of Administrator Telephone: (_____) _____

NOTICE--RETURN TO APPLICANT--DO NOT MAIL DIRECTLY TO BOARD OF EDUCATIONAL EXAMINERS

NOTE: Photocopies or copies by fax of any application form or experience verification form will not be accepted. Original signatures are needed.

NOTE TO ADMINISTRATOR: If in your judgment you are convinced that the applicant above should not be given licensure, at least until further investigation is made, do not sign this form and please write a CONFIDENTIAL LETTER to the above address stating your reasons.

THESE ARE MINIMUM REQUIREMENTS FOR EACH ENDORSEMENT

112 Agriculture (5-12): Completion of 24 semester hours in agriculture to include coursework in agronomy, animal science, ag. mechanics and ag. economics.

113/114 Art (K-6 or 7-12): Completion of 24 semester hours in art to include coursework in art history, studio art, and two and three dimensional art.

115 Business-general (5-12): Completion of 24 semester hours in business to include six semester hours in accounting, six semester hours in business law, coursework in computer applications and coursework in consumer studies.

116 Business - office (5-12): Completion of 24 semester hours in business to include advanced coursework in typewriting, computer applications or word processing and office management.

117 Business-Marketing/Management (5-12): Completion of 24 semester hours in business to include a minimum of six semester hours each in marketing, management and economics.

118 Driver Education (5-12): Completion of 9 semester hours in driver and safety education to include coursework in accident prevention (that includes drug and alcohol abuse); vehicle safety,; and behind-the-wheel driving.

119 English/Language Arts (K-8): Completion of 24 semester hours in English and language arts to include coursework in oral communication, written communication, language development, reading, children's literature, creative drama or oral interpretation of literature, and American literature.

120 English/Language Arts (5-12): Completion of 24 semester hours in English to include coursework in oral communication, written communication, language development, reading, American literature, English literature and adolescent literature.

121 Foreign Language (K-6 and 7-12): Completion of 24 semester hours in each foreign language.

137/138 Health (K-6 and 7-12)Completion of 24 semester hours in health to include coursework in public or community health, consumer health, substance abuse, family life education, mental/emotional health and human nutrition.

139 Home Economics - general (5-12): Completion of 24 semester hours in home economics to include coursework in family life development, clothing and textiles, housing and foods and nutrition.

140 Industrial Technology (5-12): Completion of 24 semester hours in industrial technology to include coursework in manufacturing, construction, energy and power, graphic communications, and transportation. The coursework is to include at least six semester hours in three different areas.

141 Journalism (5-12): Completion of 15 semester hours in journalism to include coursework in writing, editing, production and visual communications.

142 Mathematics (K-8): Completion of 24 semester hours in mathematics to include coursework in algebra, geometry, number theory, measurement, computer programming, and probability and statistics.

143 Mathematics (5-12): Completion of 24 semester hours in mathematics to include coursework in algebra, geometry, calculus, computer programming, and probability and statistics.

144 Music (K-8): Completion of 24 semester hours in music to include coursework in music theory (at least two courses), music history and applied music.

145 Music (5-12): Completion of 24 semester hours in music to include coursework in music theory (at least two courses), music history (at least two courses), applied music and conducting.

146 Physical Education (K-8): Completion of 24 semester hours in physical education to include coursework in human anatomy, human physiology, movement education, adaptive physical education, physical education in the elementary school, human growth and development of children related to physical education and first aid and emergency care.

147 Physical Education (5-12): Completion of 24 semester hours in physical education to include coursework in human anatomy, kinesiology, human physiology, human growth and development related to maturational and motor learning, adaptive physical education, curriculum and administration of physical education, assessment processes in physical education and first aid and emergency care.

148 Reading (K-8): Completion of 24 semester hours in reading to include all of the following requirements:

(1) Foundations of reading. This requirement includes the following competencies:

1. The practitioner demonstrates knowledge of the psychological, sociocultural, and linguistic foundations of reading and writing processes and instruction.
2. The practitioner demonstrates knowledge of a range of research pertaining to reading, writing, and learning, including scientifically based reading research, and knowledge of histories of reading. The range of research encompasses research traditions from the fields of the social sciences and other paradigms appropriate for informing practice.
3. The practitioner demonstrates knowledge of the major components of reading, such as phonemic awareness, word identification, phonics, vocabulary, fluency, and comprehension, and effectively integrates curricular standards with student interests, motivation, and background knowledge.

(2) Reading in the content areas. This requirement includes the following competencies:

1. The practitioner demonstrates knowledge of text structure and the dimensions of content area vocabulary and comprehension, including literal, interpretive, critical, and evaluative.
2. The practitioner provides content area instruction in reading and writing that effectively uses a variety of research-based strategies and practices.

(3) Practicum. This requirement includes the following competencies:

1. The practitioner works with licensed professionals who observe, evaluate, and provide feedback on the practitioner's knowledge, dispositions, and performance of the teaching of reading and writing.
2. The practitioner effectively uses reading and writing strategies, materials, and assessments based upon appropriate reading and writing research and works with colleagues and families in the support of children's reading and writing development.

(4) Language development. This requirement includes the following competency: The practitioner uses knowledge of language development and acquisition of reading skills (birth through sixth grade), and the variations related to cultural and linguistic diversity to provide effective instruction in reading and writing.

(5) Oral communication. This requirement includes the following competencies:

1. The practitioner has knowledge of the unique needs and backgrounds of students with language differences and delays.
2. The practitioner uses effective strategies for facilitating the learning of Standard English by all learners.

148 Reading (K-8) continued: (6) Written communication. This requirement includes the following competency: The practitioner uses knowledge of reading-writing-speaking connections; the writing process; the stages of spelling development; the different types of writing, such as narrative, expressive, persuasive, informational and descriptive; and the connections between oral and written language development to effectively teach writing as communication.

(7) Reading assessment, diagnosis and evaluation. This requirement includes the following competencies:

1. The practitioner uses knowledge of a variety of instruments, procedures, and practices that range from individual to group and from formal to informal to alternative for the identification of students' reading proficiencies and needs, for planning and revising instruction for all students, and for communicating the results of ongoing assessments to all stakeholders.

2. The practitioner demonstrates awareness of policies and procedures related to special programs, including Title I.

(8) Children's nonfiction and fiction. This requirement includes the following competency: The practitioner uses knowledge of children's literature for:

1. Modeling the reading and writing of varied genres, including fiction and nonfiction; technology- and media-based information; and nonprint materials;

2. Motivating through the use of texts at multiple levels, representing broad interests, and reflecting varied cultures, linguistic backgrounds, and perspectives; and

3. Matching text complexities to the proficiencies and needs of readers.

(9) Reading instructional strategies. This requirement includes the following competency: The practitioner uses knowledge of a range of research-based strategies and instructional technology for designing and delivering effective instruction across the curriculum, for grouping students, and for selecting materials appropriate for learners at various stages of reading and writing development and from varied cultural and linguistic backgrounds.

149 Reading (5-12): 5-12 Completion of 24 semester hours in reading to include all of the following requirements:

(1) Foundations of reading. This requirement includes the following competencies:

1. The practitioner demonstrates knowledge of the psychological, sociocultural, and linguistic foundations of reading and writing processes and instruction.

2. The practitioner demonstrates knowledge of a range of research pertaining to reading, writing, and learning, including scientifically based reading research, and knowledge of histories of reading. The range of research encompasses research traditions from the fields of the social sciences and other paradigms appropriate for informing practice.

3. The practitioner demonstrates knowledge of the major components of reading, such as phonemic awareness, word identification, phonics, vocabulary, fluency, and comprehension, and effectively integrates curricular standards with student interests, motivation, and background knowledge.

(2) Reading in the content areas. This requirement includes the following competencies:

1. The practitioner demonstrates knowledge of text structure and the dimensions of content area vocabulary and comprehension, including literal, interpretive, critical, and evaluative.

2. The practitioner provides content area instruction in reading and writing that effectively uses a variety of research-based strategies and practices.

(3) Practicum. This requirement includes the following competencies:

1. The practitioner works with licensed professionals who observe, evaluate, and provide feedback on the practitioner's knowledge, dispositions, and performance of the teaching of reading and writing.

2. The practitioner effectively uses reading and writing strategies, materials, and assessments based upon appropriate reading and writing research and works with colleagues and families in the support of children's reading and writing development.

(4) Language development. This requirement includes the following competency: The practitioner uses knowledge of language development and acquisition of reading skills (birth through sixth grade), and the variations related to cultural and linguistic diversity to provide effective instruction in reading and writing.

(5) Oral communication. This requirement includes the following competency: The practitioner demonstrates knowledge of the unique needs and backgrounds of students with language differences and uses effective strategies for facilitating the learning of Standard English by all learners.

(6) Written communication. This requirement includes the following competency: The practitioner uses knowledge of reading-writing-speaking connections to teach the skills and processes necessary for writing narrative, expressive, persuasive, informational, and descriptive texts, including text structures and mechanics such as grammar, usage, and spelling.

(7) Reading assessment, diagnosis and evaluation. This requirement includes the following competencies:

1. The practitioner uses knowledge of a variety of instruments, procedures, and practices that range from individual to group and from formal to informal to alternative for the identification of students' reading proficiencies and needs, for planning and revising instruction for all students, and for communicating the results of ongoing assessments to all stakeholders.

2. The practitioner demonstrates awareness of policies and procedures related to special programs.

(8) Adolescent or young adult nonfiction and fiction. This requirement includes the following competency: The practitioner uses knowledge of adolescent or young adult literature for:

1. Modeling the reading and writing of varied genres, including fiction and nonfiction; technology- and media-based information; and nonprint materials;

2. Motivating through the use of texts at multiple levels, representing broad interests, and reflecting varied cultures, linguistic backgrounds, and perspectives; and

3. Matching text complexities to the proficiencies and needs of readers.

(9) Reading instructional strategies. This requirement includes the following competency: The practitioner uses knowledge of a range of research-based strategies and instructional technology for designing and delivering effective instruction across the curriculum, for grouping students, and for selecting materials appropriate for learners at various stages of reading and writing development and from varied cultural and linguistic backgrounds.

SCIENCE

150 Science - basic (K-8): Completion of at least 24 semester hours in science to include 12 hours in physical sciences, 6 hours in biology, and 6 hours in earth/space sciences.

151 Biological Science (5-12): Completion of 24 semester hours in biological science or 30 semester hours in the broad area of science to include 15 semester hours in biological science.

152 Chemistry (5-12): Completion of 24 semester hours in chemistry or 30 semester hours in the broad area of science to include 15 semester hours in chemistry.

153 Earth Science (5-12): Completion of 24 semester hours in earth science or 30 semester hours in the broad area of science to include 15 semester hours in earth science.

154 General Science (5-12): Completion of 24 semester hours in science to include coursework in biological science, chemistry and physics.

155 Physical Science (5-12): Completion of 24 semester hours in physical sciences to include coursework in physics, chemistry and earth science.

156 Physics (5-12): Completion of 24 semester hours in physics or 30 semester hours in the broad area of science to include 15 semester hours in physics.

184 **Science I. 5-8** The holder of this endorsement must also hold the middle school generalist endorsement.

(1) Required coursework.

-1. Completion of at least 24 semester hours in sciences to include 6 hours in chemistry, 6 hours in physics or physical sciences, 6 hours in biology, and 6 hours in the earth/space sciences.

(2) Competencies.

-1. Understand the nature of scientific inquiry, its central role in science, and how to use the skills and processes of scientific inquiry.

-2. Understand the fundamental facts and concepts in major science disciplines.

-3. Be able to make conceptual connections within and across science disciplines, as well as to mathematics, technology, and other school subjects.

-4. Be able to use scientific understanding when dealing with personal and societal issues

185 **Science. All Science II. 9-12.**

(1) Required coursework.

-1. Completion of one of the following endorsement areas: biological 7-12 or chemistry 7-12 or earth science 7-12 or physics 7-12.

-2. Completion of at least 12 hours in each of the other three endorsement areas.

(2) Competencies.

-1. Understand the nature of scientific inquiry, its central role in science, and how to use the skills and processes of scientific inquiry.

-2. Understand the fundamental facts and concepts in major science disciplines.

-3. Be able to make conceptual connections within and across science disciplines as well as to mathematics, technology, and other school subjects.

-4. Be able to use scientific understanding when dealing with personal and societal issues

SOCIAL SCIENCES

157 **American Government (5-12):** Completion of 24 semester hours in American government or 30 semester hours in the broad area of social sciences to include 15 semester hours in American government.

158 **American History (5-12):** Completion of 24 semester hours in American history or 30 semester hours in the broad area of social sciences to include 15 semester hours in American history.

159 **Anthropology (5-12):** Completion of 24 semester hours in anthropology or 30 semester hours in the broad area of social sciences to include 15 semester hours in anthropology.

160 **Economics (5-12):** Completion of 24 semester hours in economics or 30 semester hours in the broad area of social sciences to include 15 semester hours in economics, or 30 semester hours in the broad area of business to include 15 semester hours in economics.

161 **Geography (5-12):** Completion of 24 sem. hours in geography or 30 sem. hours in the broad area of social sciences to include 15 sem. hours in geography.

162 **History (K-8):** Completion of 24 semester hours in history to include at least 9 semester hours in American history and 9 semester hours in world history.

163 **Psychology (5-12):** Completion of 24 semester hours in psychology or 30 semester hours in the broad area of social sciences to include 15 semester hours in psychology.

164 **Social Studies (K-8):** Completion of 24 semester hours in social studies to include coursework from at least three of these areas: history, sociology, economics, American government, psychology and geography.

165 **Sociology (5-12):** Completion of 24 sem. hours in sociology or 30 sem. hours in the broad area of soc. sciences to include 15 sem. hours in sociology.

166 **World History (5-12):** Completion of 24 semester hours in world history or 30 semester hours in the broad area of social sciences to include 15 semester hours in world history.

186 **All Social Sciences 7-12.** Completion of 51 semester hours in the social sciences to include 9 semester hours in each of American and world history, 9 semester hours in government, 6 semester hours in sociology, 6 semester hours in psychology other than educational psychology, 6 semester hours in geography, and 6 semester hours in economics

167 **Speech Communication/Theatre (K-8):** Completion of 20 semester hours in speech communication/theatre to include coursework in speech communication, creative drama or theatre, and oral interpretation.

168 **Speech Communication/Theatre (5-12):** Completion of 24 semester hours in speech communication/theatre to include coursework in speech communication, oral interpretation, creative drama or theatre, argumentation and debate, and mass media communication.

104 **English as a second language (ESL). K-12.**

a. Authorization. The holder of this endorsement is authorized to teach English as a second language in kindergarten and grades one through twelve.

b. Program requirements.

(1) Degree—baccalaureate.

(2) Completion of an approved human relations program.

(3) Completion of the professional education core. See 14.123(3) and 14.123(4).

(4) Content. Completion of 18 semester hours of coursework in English as a second language to include the following:

1. Knowledge of pedagogy to include the following:

--- Methods and curriculum to include the following:

—Bilingual and ESL methods.

—Literacy in native and second language.

English as a second language (ESL). K-12 (continued)

- Methods for subject matter content.
- Adaptation and modification of curriculum.
- Assessment to include language proficiency and academic content.
- 2. Knowledge of linguistics to include the following:
 - Psycholinguistics and sociolinguistics.
 - Language acquisition and proficiency to include the following:
 - Knowledge of first and second language proficiency.
 - Knowledge of first and second language acquisition.
 - Language to include structure and grammar of English.
- 3. Knowledge of cultural and linguistic diversity to include the following:
 - History.
 - Theory, models, and research.
 - Policy and legislation.
 - Current issues with transient populations.

102 Teacher-Elementary Classroom (K-6):

- 1. Child growth and development with emphasis on the emotional, physical and mental characteristics of elementary age children, unless completed as part of the professional education core.
- 2. Methods and materials of teaching elementary language arts.
- 3. Methods and materials of teaching elementary reading.
- 4. Elementary curriculum (methods and materials).
- 5. Methods and materials of teaching elementary mathematics.
- 6. Methods and materials of teaching elementary science.
- 7. Children's literature.
- 8. Methods and materials of teaching elementary social studies.
- 9. Methods and materials in two of the following areas:
 - Methods and materials of teaching elementary health.
 - Methods and materials of teaching elementary physical education.
 - Methods and materials of teaching elementary art.
 - Methods and materials of teaching elementary music.
- 10. Pre-student teaching field experience in at least two different grades.
- 11. A field of specialization in a single discipline or a formal interdisciplinary program of at least twelve semester hours.
- 12. Elementary (K-8) student teaching.

103 Teacher-Prekindergarten-Kindergarten (PK-K)

(4) Content:

- 1. Human growth and development: Infancy and early childhood, unless completed as part of the professional education core.
- 2. Curriculum development and methodology for young children.
- 3. Child-family-school-community relationships (community agencies).
- 4. Guidance of young children three to six years of age.
- 5. Organization of prekindergarten-kindergarten programs.
- 6. Child and family nutrition.
- 7. Language development and learning.
- 8. Kindergarten: programs and curriculum development.
- 9. Prekindergarten and kindergarten student teaching.

106 Teacher - prekindergarten through grade 3 (PK-3):

- a. Authorization. The holder of this endorsement is authorized to teach children from birth through grade three.
- b. Program requirements
 - (1) Degree - baccalaureate.
 - (2) Completion of an approved human relations program.
 - (3) Completion of the professional education core. See 14.19(3).
 - (4) Content:
 - 1. Child growth and development with emphasis on cognitive, language, physical, social, and emotional development, both typical and atypical, for infants and toddlers, preprimary, and primary school children (grades one through three), unless combined as part of the professional education cores. See 14.19(3) of the licensure rules for the professional core.
 - 2. Historical, philosophical, and social foundations of early childhood education.
 - 3. Developmentally appropriate curriculum with emphasis on integrated multicultural and nonsexist content including language, mathematics, science, social studies, health, safety, nutrition, visual and expressive arts, social skills, higher-thinking skills, and developmentally appropriate methodology, including adaptations for individual needs, for infants and toddlers, preprimary, and primary school children.
 - 4. Characteristics of play and creativity, and their contributions to the cognitive, language, physical, social and emotional development and learning of infants and toddlers, preprimary, and primary school children.
 - 5. Classroom organization and individual inter-actions to create positive learning environments for infants and toddlers, preprimary, and primary school children based on child development theory emphasizing guidance techniques.
 - 6. Observation and application of developmentally appropriate assessments for infants and toddlers, preprimary, and primary school children recognizing, referring, and making adaptations for children who are at-risk or who have exceptional educational needs and talents.
 - 7. Home-school-community relationships and interactions designed to promote and support parent, family and community involvement, and interagency collaboration.
 - 8. Family systems, cultural diversity, and factors which place families at-risk.
 - 9. Child and family health and nutrition.
 - 10. Advocacy, legislation, and public policy as they affect children and families.
 - 11. Administration of child care programs to include staff and program development and supervision and evaluation of support staff.
 - 12. Prestudent teaching field experience with three age levels in infant and toddler, preprimary, and primary programs, with no less than 100 clock hours, and in different settings, such as rural and urban, socioeconomic status, cultural diversity, program types, and program sponsorship.
 - (5) Student teaching experiences with two different age levels, one before kindergarten and one from kindergarten through grade three.

100 Teacher-Prekindergarten through grade three, including special education.

a. Authorization. The holder of this endorsement is authorized to teach children from birth through grade three.

b. Program requirements.

(1) Degree-baccalaureate.

(2) Completion of an approved human relations program

(3) Completion of the professional education core. See 14.19(3).

c. Content.

(1) Child growth and development.

-1. Understand the nature of child growth and development for infants and toddlers (birth through age 2), preprimary (age 3 through age 5) and primary school children (age 6 through age 8), both typical and atypical, in areas of cognition, language development, physical motor, social-emotional, aesthetics, and adaptive behavior.

-2. Understand individual differences in development and learning including risk factors, developmental variations and developmental patterns of specific disabilities and special abilities.

-3. Recognize that children are best understood in the contexts of family, culture and society and that cultural and linguistic diversity influences, development and learning.

(2) Developmentally appropriate learning environment and curriculum implementation.

-1. Establish learning environments with social support, from the teacher and from other students, for all children to meet their optimal potential, with a climate characterized by mutual respect, encouraging and valuing the efforts of all regardless of proficiency.

2. Appropriately use informal and formal assessment to monitor development of children and to plan and evaluate curriculum and teaching practices to meet individual needs of children and families.

appropriate methodology.

• Develop adaptations and accommodations for infants, toddlers, preprimary, and primary aged children to meet their individual needs.

-6. Adapt materials, equipment, the environment, programs and use of human resources to meet social, cognitive, physical motor, communication, and medical needs of children and diverse learning needs.

(3) Health, safety and nutrition.

-1. Design and implement physically and psychologically safe and healthy indoor and outdoor environments to promote development and learning.

-2. Promote nutritional practices that support cognitive, social, cultural and physical development of young children.

-3. Implement appropriate appraisal and management of health concerns of young children including procedures for children with special health care needs.

-4. Recognize signs of emotional distress, physical and mental abuse and neglect in young children and understand mandatory reporting procedures.

-5. Demonstrate proficiency in infant-child cardiopulmonary resuscitation, emergency procedures and first aid.

(4) Family and community collaboration.

-1. Apply theories and knowledge of dynamic roles and relationships within and between families, schools, and communities.

2. Assist families in identifying resources, priorities, and concerns in relation to the child's development.

-3. Link families, based on identified needs, priorities and concerns, with a variety of resources.

-4. Use communication, problem-solving and help-giving skills in collaboration with families and other professionals to support the development, learning and 3. Plan, implement, and continuously evaluate developmentally and individually appropriate curriculum goals, content, and teaching practices for infants, toddlers, preprimary and primary children based on the needs and interests of individual children, their families and community.

-4. Use both child-initiated and teacher-directed instructional methods, including strategies such as small and large group projects, unstructured and structured play, systematic instruction, group discussion and cooperative decision making.

-5. Develop and implement integrated learning experiences for home-, center- and school-based environments for infants, toddlers, preprimary and primary children:

• Develop and implement integrated learning experiences that facilitate cognition, communication, social and physical development of infants and toddlers within the context of parent-child and caregiver-child relationships.

• Develop and implement learning experiences for preprimary and primary children with focus on multicultural and nonsexist content that includes development of responsibility, aesthetic and artistic development, physical development and well-being, cognitive development, and emotional and social development.

• Develop and implement learning experiences for infants, toddlers, preprimary, and primary children with a focus on language, mathematics, science, social studies, visual and expressive arts, social skills, higher-thinking skills, and developmentally appropriate methodology.

_ Develop adaptations and accommodations for infants, toddlers, preprimary, and primary children to meet their individual needs.

6. Adapt materials, equipment, the environment, programs and use of human resources to meet social, cognitive, physical motor, communication, and medical needs of children and diverse learning needs.

(3) Health, safety and nutrition.

1. Design and implement physically and psychologically safe and healthy indoor and outdoor environments to promote development and learning.

2. Promote nutritional practices that support cognitive, social, cultural and physical development of young children.

3. Implement appropriate appraisal and management of health concerns of young children including procedures for children with special health care needs.

4. Recognize signs of emotional distress, physical and mental abuse and neglect in young children and understand mandatory reporting procedures.

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(4) Family and community collaboration.

1. Apply theories and knowledge of dynamic roles and relationships within and between families, schools, and communities.

2. Assist families in identifying resources, priorities, and concerns in relation to the child's development.

3. Link families, based on identified needs, priorities and concerns, with a variety of resources.

4. Use communication, problem-solving and help-giving skills in collaboration with families and other professionals to support the development, learning and well-being of young children.

5. Participate as an effective member of a team with other professionals and families to develop and implement learning plans and environments for young children.

(5) Professionalism.

-1. Understand legislation and public policy that affect all young children, with and without disabilities, and their families.

-2. Understand legal aspects, historical, philosophical, and social foundations of early childhood education and special education.

-3. Understand principles of administration, organization and operation of programs for children aged birth to 8 and their families, including staff and program development, supervision and evaluation of staff, and continuing improvement of programs and services.

-4. Identify current trends and issues of the profession to inform and improve practices and advocate for quality programs for young children and their families.

-5. Adhere to professional and ethical codes.

-6. Engage in reflective inquiry and demonstration of professional self-knowledge.

(6) Prestudent teaching field experiences. Complete 100 clock hours of prestudent teaching field experience with three age levels in infant and toddler, preprimary and primary programs and in different settings, such as rural and urban, encompassing differing socio-economic status, ability levels, cultural and linguistic diversity and program types and sponsorship.

(7) Student teaching. Complete a supervised student teaching experience of at least 12 weeks total in at least two different settings in two of these age levels: infant and toddler, preprimary, primary and with children with and without disabilities.

107 Talented and gifted teacher-coordinator.

- a. Authorization. The holder of this endorsement is authorized to serve as a teacher or a coordinator of programs for the gifted and talented from the prekindergarten level through grade twelve. This authorization does not permit general classroom teaching at any level except that level or area for which the holder is eligible or holds the specific endorsement.
- b. Program requirements - content. Completion of 12 semester hours of coursework in the area of the gifted and talented to include the following:
- (1) Psychology of the gifted.
 - (2) Programming for the gifted.
 - (3) Administration and supervision of gifted programs.
 - (4) Practicum experience in gifted programs.

Note: Teachers in specific subject areas will not be required to hold this endorsement if they teach gifted students in their respective endorsement areas.

108 Elementary School Media Specialist (K-8): Completion of 24 semester hours in school media coursework to include the following:

1. Knowledge of materials and literature in all formats for elementary children.
2. Selection, utilization and evaluation of library media materials and equipment.
3. Design and production of instructional materials.
4. Acquisition, cataloging and classification of materials and organization of equipment.
5. Information retrieval, reference services and networking.
6. Planning, evaluation and administration of media programs.
7. Practicum in an elementary school media center.

109 Secondary School Media Specialist (5-12): Completion of 24 semester hours in school media coursework to include the following:

1. Knowledge of materials and literature in all formats for adolescents.
2. Selection, utilization and evaluation of library media materials and equipment.
3. Design and production of instructional materials.
4. Acquisition, cataloging and classification of materials and organization of equipment.
5. Information retrieval, reference services and networking.
6. Planning, evaluation and administration of media programs.
7. Practicum in a secondary school media center.

174 School media specialist K-12 a. Authorization. The holder of this endorsement is authorized to serve as a school media specialist in kindergarten and grades one through twelve.

b. Program requirements:

- (1) Degree -- master's.
- (2) Content. Completion of a sequence of courses and experiences which may have been part of, or in addition to, the degree requirements. This sequence is to be at least 30 semester hours in school media course work, to include the following:
- 1. Planning, evaluation and administration of media programs.
 - 2. Curriculum development and teaching and learning strategies.
 - 3. Instructional development and communication theory.
 - 4. Selection, evaluation and utilization of library media materials and equipment.
 - 5. Acquisition, cataloging and classification of materials and organization of equipment.
 - 6. Design and production of instructional materials.
 - 7. Methods for instruction and integration of media skills into the school curriculum.
 - 8. Information retrieval, reference services and networking.
 - 9. Knowledge of materials and literature in all formats for elementary children and adolescents.
 - 10. Reading, listening and viewing guidance.
 - 11. Utilization and application of computer technology.
 - 12. Practicum at both the elementary and secondary levels.
 - 13. Research in media and information science.

Note: The applicant must be the holder of or eligible for the provisional license.

101 Athletic Coach, K-12

- a. The holder of this endorsement may serve as a head coach or an assistant coach in kindergarten and grades one through twelve.
- b. Program requirements.
- (1) One semester hour college or university course in the structure and function of the human body in relation to physical activity.
 - (2) One semester hour college or university course in human growth and development of children and youth as related to physical activity.
 - (3) Two semester hour college or university course in athletic conditioning, care and prevention of injuries and first aid as related to physical activity.
 - (4) One semester hour college or university course in the theory of coaching interscholastic athletics.

175 School Nurse a. Authorization. The holder of this endorsement is authorized to provide service as a school nurse at the prekindergarten and kindergarten levels and in grades one through twelve.

b. Program requirements:

- (1) Degree - baccalaureate.
- (2) Completion of an approved human relations program.
- b.
- (3) Completion of the professional education core. See 70.19(3).
- (4) Content:
- 1. Organization and administration of school nurse services including the appraisal of the health needs of children and youth.
 - 2. School-community relationships and resources/ coordination of school and community resources to serve the health needs of children and youth.
 - 3. Knowledge and understanding of the health needs of exceptional children.
 - 4. Health education.
- c. Other (1) Hold a license as a registered nurse issued by the board of nursing.

Note: Although the school nurse endorsement does not authorize general classroom teaching, it does authorize the holder to teach health at all grade levels.

176 Reading specialist K-12 a. Authorization. The holder of this endorsement is authorized to serve as a reading specialist in kindergarten and grades one through twelve.

Program requirements:

(1) Degree -- master's.

(2) Content. Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements. This sequence is to be at least 27 semester hours to include the following:

- 1. Educational psychology/human growth and development.
- 2. Educational measurement and evaluation.
- 3. Foundation of reading.
- 4. Diagnosis of reading problems.
- 5. Remedial reading.
- 6. Psychology of reading.
- 7. Language learning and reading disabilities.
- 8. Practicum in reading.
- 9. Administration and supervision of reading programs at the elementary and secondary levels.

Note: The applicant must have met the requirements for the educational license and a teaching endorsement, and present evidence of at least one year of experience which included the teaching of reading as a significant part of the responsibility.

181 American Sign Language endorsement.

a. Authorization. The holder of this endorsement is authorized to teach American Sign Language in kindergarten and grades one through twelve.

b. Program requirements - content. Completion of 18 semester hours of course work in American Sign Language to include the following:

- 1. Second language acquisition.
- 2. Sociology of the deaf community.
- 3. Linguistic structure of American Sign Language.
- 4. Language teaching methodology specific to American Sign Language.
- 5. Teaching the culture of deaf people.
- 6. Assessment of students in an American Sign Language program.

c. Other. Be the holder of or eligible for one other teaching endorsement.

182 — Middle School Generalist: Authorization. The holder of this endorsement is authorized to teach all subjects in grade five through eight with the exception of art, industrial arts, music, reading, physical education and special education.

Program requirements.

(1) Be the holder of a currently valid Iowa teacher's license with either the general elementary endorsement or one of the subject matter secondary level endorsements set out in subrules 14.18(1) or 16.1(1) to 16.1(5).

(2) Required coursework.

- 1. Three semester hours of coursework in the growth and development of the middle school age child, specifically addressing the emotional, physical and mental characteristics and needs of middle school age children **in addition** to related studies completed as part of the professional education core in 14.19(3).
- 2. Three semester hours of coursework in middle school design, instruction, and curriculum, including, but not limited to, instruction in interdisciplinary teaming, pedagogy, and methods **in addition** to related studies completed as part of the professional education core in 14.19(3).
- 3. Six semester hours of coursework in the social studies to include coursework in American history, world history, and geography.
- 4. Six semester hours in mathematics to include coursework in algebra.
- 5. Six semester hours in science to include coursework in life science and physical science.
- 6. Six semester hours in language arts to include coursework in grammar, composition, and speech.

(Note to recommending officials: Iowa has a K-6 / 7-12 licensing structure, we deal with the middle school with two exceptions in our rules. The first says that someone with a K-6 content area endorsement may teach that subject two grades above grade 6, through grade 8. The second says that someone with a 7-12 content area endorsement may teach that subject two grades below grade 7, through grade 5.

Iowa has a Middle School Generalist endorsement which provides much latitude in teaching authority. It is not required for teaching in a content area in a middle school. You would not recommend a person for this endorsement unless you were certain that **ALL** requirements for the endorsement had been met.

Therefore, in most cases, you will just recommend a person for the elementary or secondary content area endorsement, not this Middle School Generalist endorsement.)

172 --- Elementary counselor.

a. Authorization. The holder of this endorsement is authorized to serve as a school guidance counselor in kindergarten and grades one through six.

b. Program requirements.

-(1) Master's degree from an accredited institution of higher education.

-(2) Completion of an approved human relations component.

-(3) Completion of an approved exceptional learner component.

c. Content. Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements to include the following:

-(1) Nature and needs of individuals at all developmental levels.

--1. Develop strategies for facilitating development through the transition from childhood to adolescence and from adolescence to young adult.

--2. Apply knowledge of learning and personality development to assist students in developing their full potential.

-(2) Social and cultural foundations.

--1. Demonstrate awareness of and sensitivity to the unique social, cultural, and economic circumstances of

--2. Demonstrate sensitivity to the nature and the functioning of the student within the family, school and community contexts.

--3. Demonstrate the counseling and consultation skills needed to facilitate informed and appropriate action in response to the needs of students.

-(3) Fostering of relationships.

--1. Employ effective counseling and consultation skills with students, parents, colleagues, administrators, and others.

--2. Communicate effectively with parents, colleagues, students and administrators.

--3. Counsel students in the areas of personal, social, academic, and career development.

--4. Assist families in helping their children address the personal, social, and emotional concerns and problems that may impede educational progress.

--5. Implement developmentally appropriate counseling interventions with children and adolescents.

--6. Demonstrate the ability to negotiate and move individuals and groups toward consensus or conflict resolution or both.

--7. Refer students for specialized help when appropriate.

--8. Value the well-being of the students as paramount in the counseling relationship.

-(4) Group work.

Elementary counselor (continued)

- 1. Implement developmentally appropriate interventions involving group dynamics, counseling theories, group counseling methods and skills, and other group work approaches.
- 2. Apply knowledge of group counseling in implementing appropriate group processes for elementary, middle school, and secondary students.
- (5) Career development, education, and postsecondary planning.
- 1. Assist students in the assessment of their individual strengths, weaknesses, and differences, including those that relate to academic achievement and future plans.
- 2. Apply knowledge of career assessment and career choice programs.
- 3. Implement occupational and educational placement, follow-up and evaluation.
- 4. Develop a counseling network and provide resources for use by students in personalizing the exploration of postsecondary educational opportunities.
- (6) Assessment and evaluation.
- 1. Demonstrate individual and group approaches to assessment and evaluation.
- 2. Demonstrate an understanding of the proper administration and uses of standardized tests.
- 3. Apply knowledge of test administration, scoring, and measurement concerns.
- 4. Apply evaluation procedures for monitoring student achievement.
- 5. Apply assessment information in program design and program modifications to address students' needs.
- 6. Apply knowledge of legal and ethical issues related to assessment and student records.
- (7) Professional orientation.
- 1. Apply knowledge of history, roles, organizational structures, ethics, standards, and credentialing.
- 2. Maintain a high level of professional knowledge and skills.
- 3. Apply knowledge of professional and ethical standards to the practice of school counseling.
- 4. Articulate the counselor role to school personnel, parents, community, and students.
- (8) School counseling skills.
- 1. Design, implement, and evaluate a comprehensive, developmental school guidance program.
- 2. Implement and evaluate specific strategies designed to meet program goals and objectives.
- 3. Consult and coordinate efforts with resource persons, specialists, businesses, and agencies outside the school to promote program objectives.
- 4. Provide information appropriate to the particular educational transition and assist students in understanding the relationship that their curricular experiences and academic achievements will have on subsequent educational opportunities.
- 5. Assist parents and families in order to provide a supportive environment in which students can become effective learners and achieve success in pursuit of appropriate educational goals.
- 6. Provide training, orientation, and consultation assistance to faculty, administrators, staff, and school officials to assist them in responding to the social, emotional, and educational development of all students.
- 7. Collaborate with teachers, administrators, and other educators in ensuring that appropriate educational experiences are provided that allow all students to achieve success.
- 8. Assist in the process of identifying and addressing the needs of the exceptional student.
- 9. Apply knowledge of legal and ethical issues related to child abuse and mandatory reporting.
- 10. Advocate for the educational needs of students and work to ensure that these needs are addressed at every level of the school experience.
- 11. Promote use of counseling and guidance activities and programs involving the total school community to provide a positive school climate.
- (9) Classroom management.
- 1. Apply effective classroom management strategies as demonstrated in classroom guidance and large group guidance lessons.
- 2. Consult with teachers and parents about effective classroom management and behavior management strategies.
- (10) Curriculum.
- 1. Write classroom lessons including objectives, learning activities, and discussion questions.
- 2. Utilize various methods of evaluating what students have learned in classroom lessons.
- 3. Demonstrate competency in conducting classroom and other large group activities, utilizing an effective lesson plan design, engaging students in the learning process, and employing ageappropriate classroom management strategies.
- 4. Design a classroom unit of developmentally appropriate learning experiences.
- 5. Demonstrate knowledge in writing standards and benchmarks for curriculum.
- (11) Learning theory.
- 1. Identify and consult with teachers about how to create a positive learning environment utilizing such factors as effective classroom management strategies, building a sense of community in the classroom, and cooperative learning experiences.
- 2. Identify and consult with teachers regarding teaching strategies designed to motivate students using small group learning activities, experiential learning activities, student mentoring programs, and shared decision-making opportunities.
- 3. Demonstrate knowledge of child and adolescent development and identify developmentally appropriate teaching and learning strategies.
- (12) Teaching and counseling practicum.
- The school counselor demonstrates competency in conducting classroom sessions with elementary and middle school students. The practicum consisting of a minimum of 500 contact hours provides opportunities for the prospective counselor, under the supervision of a licensed professional school counselor, to engage in a variety of activities in which a regularly employed school counselor would be expected to participate including, but not limited to, individual counseling, group counseling, developmental classroom guidance, and consultation.

173 --- Secondary counselor.

- a. Authorization. The holder of this endorsement is authorized to serve as a school guidance counselor in grades seven through twelve.
- b. Program requirements.
- (1) Master's degree from an accredited institution of higher education.
- (2) Completion of an approved human relations component.
- (3) Completion of an approved exceptional learner component.
- c. Content. Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements to include the following:
- (1) Nature and needs of individuals at all developmental levels.
- 1. Develop strategies for facilitating development through the transition from childhood to adolescence and from adolescence to young adult.
- 2. Apply knowledge of learning and personality development to assist students in developing their full potential.
- (2) Social and cultural foundations.
- 1. Demonstrate awareness of and sensitivity to the unique social, cultural, and economic circumstances of students and their racial/ethnic, gender, age, physical, and learning differences.
- 2. Demonstrate sensitivity to the nature and the functioning of the student within the family, school and community contexts.
- 3. Demonstrate the counseling and consultation skills needed to facilitate informed and appropriate action in response to the needs of students.
- (3) Fostering of relationships.

Secondary counselor (Continued)

- 1. Employ effective counseling and consultation skills with students, parents, colleagues, administrators, and others.
 - 2. Communicate effectively with parents, colleagues, students and administrators.
 - 3. Counsel students in the areas of personal, social, academic, and career development.
 - 4. Assist families in helping their children address the personal, social, and emotional concerns and problems that may impede educational progress.
 - 5. Implement developmentally appropriate counseling interventions with children and adolescents.
 - 6. Demonstrate the ability to negotiate and move individuals and groups toward consensus or conflict resolution or both.
 - 7. Refer students for specialized help when appropriate.
 - 8. Value the well-being of the students as paramount in the counseling relationship.
- (4) Group work.
- 1. Implement developmentally appropriate interventions involving group dynamics, counseling theories, group counseling methods and skills, and other group work approaches.
 - 2. Apply knowledge of group counseling in implementing appropriate group processes for elementary, middle school, and secondary students.
- (5) Career development, education, and postsecondary planning.
- 1. Assist students in the assessment of their individual strengths, weaknesses, and differences, including those that relate to academic achievement and future plans.
 - 2. Apply knowledge of career assessment and career choice programs.
 - 3. Implement occupational and educational placement, follow-up and evaluation.
 - 4. Develop a counseling network and provide resources for use by students in personalizing the exploration of postsecondary educational opportunities.
- (6) Assessment and evaluation.
- 1. Demonstrate individual and group approaches to assessment and evaluation.
 - 2. Demonstrate an understanding of the proper administration and uses of standardized tests.
 - 3. Apply knowledge of test administration, scoring, and measurement concerns.
 - 4. Apply evaluation procedures for monitoring student achievement.
 - 5. Apply assessment information in program design and program modifications to address students' needs.
 - 6. Apply knowledge of legal and ethical issues related to assessment and student records.
- (7) Professional orientation.
- 1. Apply knowledge of history, roles, organizational structures, ethics, standards, and credentialing.
 - 2. Maintain a high level of professional knowledge and skills.
 - 3. Apply knowledge of professional and ethical standards to the practice of school counseling.
 - 4. Articulate the counselor role to school personnel, parents, community, and students.
- (8) School counseling skills
- 1. Design, implement, and evaluate a comprehensive, developmental school guidance program.
 - 2. Implement and evaluate specific strategies designed to meet program goals and objectives.
 - 3. Consult and coordinate efforts with resource persons, specialists, businesses, and agencies outside the school to promote program objectives.
 - 4. Provide information appropriate to the particular educational transition and assist students in understanding the relationship that their curricular experiences and academic achievements will have on subsequent educational opportunities.
 - 5. Assist parents and families in order to provide a supportive environment in which students can become effective learners and achieve success in pursuit of appropriate educational goals.
 - 6. Provide training, orientation, and consultation assistance to faculty, administrators, staff, and school officials to assist them in responding to the social, emotional, and educational development of all students.
 - 7. Collaborate with teachers, administrators, and other educators in ensuring that appropriate educational experiences are provided that allow all students to achieve success.
 - 8. Assist in the process of identifying and addressing the needs of the exceptional student.
 - 9. Apply knowledge of legal and ethical issues related to child abuse and mandatory reporting.
 - 10. Advocate for the educational needs of students and work to ensure that these needs are addressed at every level of the school experience.
 - 11. Promote use of counseling and guidance activities and programs involving the total school community to provide a positive school climate.
- (9) Classroom management.
- 1. Apply effective classroom management strategies as demonstrated in classroom guidance and large group guidance lessons.
 - 2. Consult with teachers and parents about effective classroom management and behavior management strategies.
- (10) Curriculum.
- 1. Write classroom lessons including objectives, learning activities, and discussion questions.
 - 2. Utilize various methods of evaluating what students have learned in classroom lessons.
 - 3. Demonstrate competency in conducting classroom and other large group activities, utilizing an effective lesson plan design, engaging students in the learning process, and employing age-appropriate classroom management strategies.
 - 4. Design a classroom unit of developmentally appropriate learning experiences.
 - 5. Demonstrate knowledge in writing standards and benchmarks for curriculum.
- (11) Learning theory.
- 1. Identify and consult with teachers about how to create a positive learning environment utilizing such factors as effective classroom management strategies, building a sense of community in the classroom, and cooperative learning experiences.
 - 2. Identify and consult with teachers regarding teaching strategies designed to motivate students using small group learning activities, experiential learning activities, student mentoring programs, and shared decision-making opportunities.
 - 3. Demonstrate knowledge of child and adolescent development and identify developmentally appropriate teaching and learning strategies.
- (12) Teaching and counseling practicum.
- The school counselor demonstrates competency in conducting classroom sessions with middle and secondary school students. The practicum consisting of a minimum of 500 contact hours provides opportunities for the prospective counselor, under the supervision of a licensed professional school counselor, to engage in a variety of activities in which a regularly employed school counselor would be expected to participate including, but not limited to, individual counseling, group work, developmental classroom guidance and consultation.

Vocational Endorsements

***The following endorsements (300-307) first require the completion of a teacher education program**

300 Agricultural sciences and agribusiness.

Completion of 24 semester hours in agricultural business management or economics, agricultural mechanics, agronomy, animal science, and horticulture. One thousand hours of work experience in one or more agriculture related occupations. Coursework in agriculture education to include foundations of vocational and career education, planning and implementing courses and curriculum, methods and techniques of instruction, evaluation of programs and students, and in the coordination of cooperative experience education programs.

301 Marketing/distributive education.

Completion of 24 semester hours in business to include a minimum of 6 semester hours each in marketing, management, and economics. Three thousand hours of recent, relevant work experience in occupations where the distribution of goods and services was the prime function. Coursework in foundations of vocational and career education, in curriculum design oriented to marketing, and in the coordination of cooperative education programs.

302 Office education.

Completion of 24 semester hours in business to include coursework in office management, business communications, word and data processing and computer applications in business. Three thousand hours of recent, relevant work experience in an office related occupation. Coursework in foundations of vocational and career education, in curriculum design oriented to office education, and in the coordination of cooperative education programs.

303 Consumer and homemaking education.

Completion of 24 semester hours in food and nutrition, consumer education, family living and parenthood education, child development, housing, home and resource management, and clothing and textiles. Four hundred hours of work experience in one or more homemaking or consumer related occupations. Coursework in consumer and homemaking education to include methods and techniques of instruction, foundations of vocational and career education, course and curriculum development, and evaluation of programs and students.

304 Occupational home economics.

1. Option 1. Completion of the requirements for consumer and homemaking education (see 16.1(4)) and special preparation in the occupational area or 400 hours of employment related specifically to the occupational area.

2. Option 2. Completion of a baccalaureate degree with a major in the occupational area, coursework in methods and techniques of teaching, course and curriculum development, evaluation of programs and students, foundations of vocational and career education, coordination of cooperative programs and a teaching practicum (supervised or assessment of other teaching experience), 400 hours of employment related specifically to the occupational area.

305 Multioccupations.

Completion of any 712 endorsement, and in addition thereto, coursework in foundations of vocational and career education, coordination of cooperative programs and competency based curriculum development. Four thousand hours of occupational experience in two or more occupations. The multioccupations endorsement also authorizes the holder to supervise students in cooperative programs, school to work programs, and similar programs in which the student is placed in school sponsored, on the job situations.

306 Health occupations.

Four thousand hours of occupational experience within five years preceding application for licensure in the occupation to be taught. Program completion leading to registration, certification, or licensure in Iowa in the health specialty to be taught. Coursework in foundations of vocational and career education, planning and implementing courses and curriculum, methods and techniques of instruction, and evaluation of programs and pupils.

307 Trade and industrial subjects.

Demonstrated occupational competence in an industrial, trade, or technical field by completion of a minimum of 4,000 hours of practical, hands on experience in the area in which the endorsement is sought or written examination. Coursework in foundations of vocational and career education, planning and implementing courses and curriculum, methods and techniques of instruction, and evaluation of programs and pupils. **Administrative Endorsements**

Administrative Endorsements

189 --- PK-12 principal and PK-12 supervisor of special education:

a. Authorization. The holder of this endorsement is authorized to serve as a principal of programs serving children from birth through grade twelve, a supervisor of instructional special education programs with children from birth to the age of 21, and a supervisor of support for special education programs for children from birth to the age of 21 (and to a maximum allowable age in accordance with Iowa Code section 256B.8).

b. Program requirements.

--(1) Degree-master's.

--(2) Content: Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements.

--1. Knowledge of early childhood, elementary, early adolescent, and secondary level administration, supervision, and evaluation.

--2. Knowledge and skill related to early childhood, elementary, early adolescent, and secondary level curriculum development.

--3. Knowledge of child growth and development from birth through adolescence and developmentally appropriate strategies and practices of early childhood, elementary, and adolescence, to include an observation practicum.

--4. Knowledge of family support systems, factors which place families at risk, child care issues, and home-school community relationships and interactions designed to promote parent education, family involvement, and interagency collaboration.

--5. Knowledge of school law and legislative and public policy issues affecting children and families.

--6. Completion of evaluator training component.

--7. Knowledge of current issues in special education administration.

--8. Planned field experiences in elementary and secondary school administration including special education administration.

-(3) Competencies: Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements. A school administrator is an educational leader who promotes the success of all students by accomplishing the following competencies.

--1. Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

--2. Advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth.

--3. Ensures management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

--4. Collaborates with families and community members, responds to diverse community interests and needs, and mobilizes community resources.

--5. Acts with integrity, fairness, and in an ethical manner.

--6. Understands, responds to, and influences the larger political, social, economic, legal, and cultural context.

c. Other.

-(1) The applicant must have had three years of teaching experience at the early childhood through grade twelve level.

-(2) Graduates from institutions in other states who are seeking initial Iowa licensure and the PK-12 principal and PK-12 supervisor of special education endorsement must meet the requirements for the standard license in addition to the experience requirements.

171 Superintendent/AEA administrator .

a. Authorization. The holder of this endorsement is authorized to serve as a superintendent from the prekindergarten level through grade twelve or as an AEA administrator.

NOTE: This authorization does not permit general teaching, school service, or administration at any level except that level or area for which the practitioner holds the specific endorsement(s).

b. Program requirements.

-(1) Degree-specialist-(or its equivalent: A master's degree plus at least 30 semester hours of planned graduate study in administration beyond the master's degree).

-(2) Content: Through completion of a sequence of courses and experiences which may have been part of, or in addition to, the degree requirements, the administrator has knowledge and understanding of:

--1. Models, theories, and practices that provide the basis for leading educational systems toward improving student performance.

--2. Federal, state and local fiscal policies related to education.

--3. Human resources management, including recruitment, personnel assistance and development, evaluation and negotiations.

--4. Current legal issues in general and special education.

--5. Noninstructional support services management including but not limited to transportation, nutrition and facilities.

-(3) Practicum in PK-12 school administration. In the coursework and the practicum, the administrator facilitates processes and engages in activities for:

--1. Developing a shared vision of learning through articulation, implementation, and stewardship.

--2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

--3. Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

--4. Collaborating with school staff, families, community members and boards of directors; responding to diverse community interests and needs; and mobilizing community resources.

--5. Acting with integrity, fairness, and in an ethical manner.

--6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

c. Other. The applicant must have had three years of experience as a building principal or other PK-12 districtwide or area education agency administrative experience.

SPECIAL EDUCATION

PROGRAM REQUIREMENTS FOR SPECIAL EDUCATION TEACHING ENDORSEMENTS.

Specific requirements. For each of the following teaching endorsements in special education, the applicant must have completed twenty four semester hours in special education, and this preparation must include the common core of special education course work. In some circumstances, this course work is specific to the grade level of the desired endorsement (e.g. elementary: K-6 or secondary: 7-12).

Program requirements.

- a. Baccalaureate or master's degree from a regionally accredited institution.
- b. Completion of an approved human relations component.
- c. Completion of the exceptional learner program, which must include preparation that contributes to the education of the handicapped and the talented and gifted.
- d. Professional education core. Refer to 282—paragraphs 14.123(4)“a” through “j.”
- e. Completion of pre-student teaching field-based experiences in special education.
- f. Student teaching. Each applicant for an Iowa license with a special education instructional endorsement must file evidence of completing an approved student teaching program in special education. This experience must be full-time in an approved special education classroom. An approved special education classroom is one which is recognized by the state in terms of the respective state rules for special education. This special education student teaching experience shall qualify for each special education instructional endorsement sought on an original application for Iowa licensure if at the same grade level.

How to Add special education instructional endorsements to Iowa licenses.

After the issuance of a practitioner license, an individual may add other special education instructional endorsements to that license upon proper application provided current requirements for the endorsement(s) have been met. However, if an applicant is seeking to add a special education instructional endorsement at the same level, elementary or secondary, as other endorsements held, the student teaching component set out in the rules for added endorsement areas is not required. However, if the applicant holds the K-6 special education endorsement for the 7-12 endorsement area being added, the applicant may satisfy the requirement for a student teaching experience by completing all the required coursework and presenting verification of competence. This verification of competence shall be signed by a licensed evaluator who has observed and formally evaluated the performance of the applicant at the secondary level.

266 - Deaf or hard of hearing.

a. Option 1. This endorsement authorizes instruction in programs serving students with hearing loss from birth to age 21 (and to a maximum allowable age in accordance with Iowa Code section 256B.8). An applicant for this option must complete the following requirements and must have completed an approved program in teaching the deaf or hard of hearing from a recognized Iowa or non- Iowa institution and must hold a regular education endorsement. See rules 282—14.140(272) and 282—14.141(272).

(1) Foundations of special education. The philosophical, historical and legal bases for special education, including the definitions and etiologies of individuals with disabilities, and including individuals from culturally and linguistically diverse backgrounds.

(2) Characteristics of learners. Preparation which includes various etiologies of hearing loss, an overview of current trends in educational programming for students with hearing loss and educational alternatives and related services, and the importance of the multidisciplinary team in providing more appropriate educational programming from birth to age 21. Preparation in the social, emotional and behavioral characteristics of individuals with hearing loss, including the impact of such characteristics on classroom learning. Knowledge of the anatomy and physiology of the hearing mechanism and knowledge of the development of secondary senses when hearing is impaired, effect of hearing loss on learning experiences, psychological aspects of hearing loss, and effects of medications on the hearing system. Preparation in the psychological and social-emotional characteristics of individuals with hearing loss to include the major social characteristics of individuals with hearing loss and the effects of this disability on learning, and the social and emotional aspects of individuals with hearing loss. Physical development and potential health impairments as they relate to the development and behavior of students with hearing loss. Components of linguistic and nonlinguistic communication used by individuals who are deaf or hard-of-hearing and communication modes used by and with individuals who are deaf or hard-of-hearing, including current theories of language development in individuals who are deaf or hard-of-hearing.

(3) Assessment, diagnosis and evaluation. Legal provisions, regulations and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities, including necessary alternative assessment techniques arising out of the nature of the disability and medial reports and other related diagnostic information. Application of assessment results to individualized program development and management, and the relationship between assessment and placement decisions. Knowledge of any specialized strategies such as functional behavioral assessment and any specialized terminology used in the assessment of various disabling conditions.

(4) Methods and strategies. Methods and strategies which include numerous models for providing curricular and instructional methodologies utilized in the education of students who are deaf or hard-of-hearing and sources of specialized materials for individuals who are deaf or hard-of-hearing. These strategies must include knowledge of teaching academic subjects and language and speech to students who are deaf or hard-of-hearing and have a knowledge of American Sign Language. Curricula for the development of cognitive, academic, social, language and functional life skills for individuals who are deaf or hard-of-hearing, and related instructional and remedial methods and techniques, including appropriate assistive technology. The focus of these experiences is for students at all levels from birth to age 21. This preparation must include alternatives for teaching skills and strategies to individuals who are deaf or hard-of-hearing who differ in degree and nature of disability, and the integration of appropriate age- and ability-level academic instruction. Strategies for teaching technology skills and other instructional aids for students who are deaf or hard-of-hearing.

(5) Managing student behavior and social interaction skills. Preparation in individual behavioral management, behavioral change strategies, and classroom management theories, methods, and techniques for individuals with exceptional learning needs. Theories of behavior problems in individuals with disabilities and the use of nonaversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities. Design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities.

(6) Communication and collaborative partnerships. Awareness of the sources of unique services, networks, and organizations for individuals with disabilities, including transitional support. Knowledge of family systems, family dynamics, parent rights, advocacy, multicultural issues, and communication to invite and appreciate many different forms of parent involvement. Strategies for working with regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program. Knowledge of the collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom.

(7) Transitional collaboration. Sources of services, organizations, and networks for individuals who are deaf or hard-of-hearing, including career, vocational and transitional support to postschool settings with maximum opportunities for decision making and full participation in the community.

(8) Student teaching. Student teaching in programs across the age levels of this endorsement. If the student teaching program has a unique age-level emphasis (e.g., K-6 or 7-12), there must be planned activities which incorporate interactive experiences at the other age level.

b. Option 2. An applicant who holds an endorsement in deaf or hard of hearing issued in another state or who is eligible for such an endorsement but who does not also hold or is not eligible for a regular education endorsement in Iowa (see rules 282—14.140(272) and 282—14.141(272)) must meet the following basic requirements in addition to those set out in paragraph 15.2(6)“a.”

(1) Child growth and development with emphasis on the emotional, physical, and mental characteristics of elementary age children unless completed as part of the professional education core. See 282—subrule 14.123(4).

(2) Methods and materials of teaching elementary language arts.

(3) Methods and materials of teaching elementary reading.

(4) Elementary curriculum methods and materials unless completed as part of another elementary level endorsement program (e.g., 282—subrule 14.140(2), 14.140(3), or 14.140(12) or a similar elementary endorsement program).

Deaf or hard of hearing.(continued)

- (5) Methods and materials of teaching elementary mathematics.
- (6) Adolescent growth and development with emphasis on the emotional, physical, and mental characteristics of adolescent age children unless completed as part of the professional education core. See 282—subrule 14.123(4).
- (7) Adolescent literacy or secondary content area reading.
- (8) Secondary methods unless completed as part of the professional education core. See 282—subrule 14.123(4).

267 Visually disabled.

a. Option 1. This endorsement authorizes instruction in programs serving students with visual disabilities from birth to age 21 (and to a maximum allowable age in accordance with Iowa Code section 256B.8). An applicant for this option must complete the following requirements and must have completed an approved program in visual disabilities from a recognized Iowa or non-Iowa institution and must hold a regular education endorsement. See rules 282—14.140(272) and 282—14.141(272).

(1) Foundations of special education. The philosophical, historical and legal bases for special education, including the definitions and etiologies of individuals with disabilities, and including individuals from culturally and linguistically diverse backgrounds.

(2) Characteristics of learners. Preparation which includes various etiologies of visual impairment, an overview of current trends in educational programming for students with visual disabilities and educational alternatives and related services, and the importance of the multidisciplinary team in providing more appropriate educational programming from birth to age 21. Preparation in the social, emotional and behavioral characteristics of individuals with visual disabilities, including the impact of such characteristics on classroom learning. Development of the human visual system, development of secondary senses when vision is impaired, effect of visual disability on development, impact of visual disability on learning and experiences, psychological aspects of visual disability, and effects of medications on the visual system. Preparation in the psychological and social-emotional characteristics of individuals with visual disabilities to include the major social characteristics of individuals with visual disabilities and the effects of this disability on learning, and the social and emotional aspects of individuals with visual disabilities. Physical development and potential health impairments as they relate to the development and behavior of students with visual disabilities.

(3) Assessment, diagnosis and evaluation. Legal provisions, regulations and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities, including necessary alternative assessment techniques arising out of the nature of the disability and medical reports and other related diagnostic information. Application of assessment results to individualized program development and management, and the relationship between assessment and placement decisions. Knowledge of any specialized strategies such as functional behavioral assessment and any specialized terminology used in the assessment of various disabling conditions.

(4) Methods and strategies. Methods and strategies which include numerous models for providing curricular and instructional methodologies utilized in the education of visually disabled students and sources of curriculum materials for individuals with disabilities. These strategies must include knowledge of teaching Braille reading and writing, the skill in teaching handwriting and signature writing to individuals with low vision or who are blind, listening and compensatory auditory skills and typing and keyboarding skills. Curricula for the development of cognitive, academic, social, language and functional life skills for individuals with visual disabilities, and related instructional and remedial methods and techniques, including appropriate assistive technology. The focus of these experiences is for students at all levels from birth to age 21. This preparation must include alternatives for teaching skills and strategies to individuals with visual disabilities who differ in degree and nature of disability, and the integration of appropriate age- and ability-level academic instruction. Strategies for teaching technology skills, other instructional aids for visually disabled students, strategies for teaching organization and study skills, tactual and perceptual skills, adapted physical and recreational skills and strategies for promoting self-advocacy in individuals with visual disabilities and for structured pre-cane orientation and mobility assessment and instruction.

(5) Managing student behavior and social interaction skills. Preparation in individual behavioral management, behavioral change strategies, and classroom management theories, methods, and techniques for individuals with exceptional learning needs. Theories of behavior problems in individuals with disabilities and the use of nonaversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities. Design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities.

(6) Communication and collaborative partnerships. Awareness of the sources of unique services, networks, and organizations for individuals with disabilities, including transitional support. Knowledge of family systems, family dynamics, parent rights, advocacy, multicultural issues, and communication to invite and appreciate many different forms of parent involvement. Strategies for working with regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program. Knowledge of the collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom.

(7) Transitional collaboration. Sources of services, organizations, and networks for individuals with visual disabilities, including career, vocational and transitional support to postschool settings with maximum opportunities for decision making and full participation in the community.

(8) Student teaching. Student teaching in programs across the age levels of this endorsement. If the student teaching program has a unique age-level emphasis (e.g., K-6 or 7-12), there must be planned activities which incorporate interactive experiences at the other age level.

Option 2. An applicant who holds an endorsement for visually disabled issued in another state or who is eligible for such an endorsement but who does not also hold or is not eligible for a regular education endorsement in Iowa (see rules 282—14.140(272) and 282—14.141(272)) must meet the following basic requirements in addition to those set out in paragraph 15.2(7)"a."

(1) Child growth and development with emphasis on the emotional, physical, and mental characteristics of elementary age children unless completed as part of the professional education core. See 282—subrule 14.123(4).

(2) Methods and materials of teaching elementary language arts.

(3) Methods and materials of teaching elementary reading.

(4) Elementary curriculum methods and materials unless completed as part of another elementary level endorsement program (e.g., 282—subrule 14.140(2), 14.140(3), or 14.140(12) or a similar elementary endorsement program).

(5) Methods and materials of teaching elementary mathematics.

(6) Adolescent growth and development with emphasis on the emotional, physical, and mental characteristics of adolescent age children unless completed as part of the professional education core. See 282—subrule 14.123(4).

(7) Adolescent literacy or secondary content area reading.

(8) Secondary methods unless completed as part of the professional education core. See 282—subrule 14.123(4).

Instructional endorsement. Applicants for a special education instructional endorsement may present evidence of three years' successful teaching experience in the type of assignment authorized by the endorsement to appear on the license sought in lieu of the credits in student teaching required for the endorsement, provided the following three conditions are met:

a. The three years of experience to be substituted for student teaching shall have been gained on a valid license or certificate other than a temporary or emergency certificate or license.

b. A corresponding number of semester hours of credit is presented in other special education courses, and

c. The institution recommending the applicant for such endorsement agrees to the substitution.

260 Instructional strategist I: mild and moderate- K-6.

Option 1—K-6 mild and moderate (260). This endorsement authorizes instruction in all K-6 mild and moderate instructional special education programs without regard to the instructional model. An applicant for this option must complete the following requirement and must hold a regular education endorsement. See rule 282—14.18(272). The applicant must present evidence of having completed the following program requirements.

(1) Foundations of special education. The philosophical, historical and legal bases for special education, including the definitions and etiologies of individuals with disabilities, exceptional child, and including individuals from culturally and linguistically diverse backgrounds.

(2) Characteristics of learners. Preparation which includes various etiologies of mild and moderate disabilities, an overview of current trends in educational programming for mild and moderate disabilities, educational alternatives and related services, and the importance of the multidisciplinary team in providing more appropriate educational programming, and includes the general developmental, academic, social, career and functional characteristics of individuals with mild and moderate disabilities as the characteristics relate to levels of instructional support required, and the psychological and social-emotional characteristics of individuals with mild and moderate disabilities.

(3) Assessment, diagnosis and evaluation. Legal provisions, regulations and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities. Application of assessment results to individualized program development and management, and the relationship between assessment and placement decisions. Knowledge of any specialized strategies such as functional behavioral assessment and any specialized terminology used in the assessment of various disabling conditions.

(4) Methods and strategies. Methods and strategies which include numerous models for providing curricular and instructional methodologies utilized in the education of the mildly and moderately disabled, and sources of curriculum materials for individuals with disabilities. Curricula for the development of cognitive, academic, social, language and functional life skills for individuals with exceptional learning needs, and related instructional and remedial methods and techniques, including appropriate assistive technology. The focus of these experiences is for students at the K-6 level. This preparation must include alternatives for teaching skills and strategies to individuals with disabilities who differ in degree and nature of disability, and the integration of appropriate age- and ability-level academic instruction.

(5) Managing student behavior and social interaction skills. Preparation in individual behavioral management, behavioral change strategies, and classroom management theories, methods, and techniques for individuals with exceptional learning needs. Theories of behavior problems in individuals with disabilities and the use of nonaversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities. Design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities.

(6) Communication and collaborative partnerships. Awareness of the sources of unique services, networks, and organizations for individuals with disabilities including transitional support. Knowledge of family systems, family dynamics, parent rights, advocacy, multicultural issues, and communication to invite and appreciate many different forms of parent involvement. Strategies for working with regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program. Knowledge of the collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom.

(7) Student teaching. Student teaching in a K-6 mild and moderate special education program.

261 Instructional strategist I: mild and moderate- 7-12.

Option 1—7-12 mild and moderate (261). This endorsement authorizes instruction in all 7-12 mild and moderate instructional special education programs without regard to the instructional model. An applicant for this option must complete the following requirements and must hold a regular education endorsement. See rule 282—14.18(272). The applicant must present evidence of having completed the following program requirements.

(1) Foundations of special education. The philosophical, historical and legal bases for special education, including the definitions and etiologies of individuals with disabilities, exceptional child, and including individuals from culturally and linguistically diverse backgrounds.

(2) Characteristics of learners. Preparation which includes various etiologies of mild and moderate disabilities, an overview of current trends in educational programming for mild and moderate disabilities, educational alternatives and related services, and the importance of the multidisciplinary team in providing more appropriate educational programming, and includes the general developmental, academic, social, career and functional characteristics of individuals with mild and moderate disabilities as the characteristics relate to levels of instructional support required, and the psychological and social-emotional characteristics of individuals with mild and moderate disabilities.

(3) Assessment, diagnosis and evaluation. Legal provisions, regulations and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities. Application of assessment results to individualized program development and management, and the relationship between assessment and placement decisions. Knowledge of any specialized strategies such as functional behavioral assessment and any specialized terminology used in the assessment of various disabling conditions.

(4) Methods and strategies. Methods and strategies which include numerous models for providing curricular and instructional methodologies utilized in the education of the mildly and moderately disabled, and sources of curriculum materials for individuals with disabilities. Curricula for the development of cognitive, academic, social, language and functional life skills for individuals with exceptional learning needs, and related instructional and remedial methods and techniques, including appropriate assistive technology. The focus of these experiences is for students at the 7-12 level. This preparation must include alternatives for teaching skills and strategies to individuals with disabilities who differ in degree and nature of disability, and the integration of appropriate age- and ability-level academic instruction.

(5) Managing student behavior and social interaction skills. Preparation in individual behavioral management, behavioral change strategies, and classroom management theories, methods, and techniques for individuals with exceptional learning needs. Theories of behavior problems in individuals with disabilities and the use of nonaversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities. Design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities.

(6) Communication and collaborative partnerships. Awareness of the sources of unique services, networks, and organizations for individuals with disabilities including transitional support. Knowledge of family systems, family dynamics, parent rights, advocacy, multicultural issues, and communication to invite and appreciate many different forms of parent involvement. Strategies for working with regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program. Knowledge of the collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom.

(7) Transitional collaboration. Sources of services, organizations, and networks for individuals with mild and moderate disabilities, including career, vocational and transitional support to postsecondary settings with maximum opportunities for decision making and full participation in the community.

(8) Student teaching. Student teaching in a 7-12 mild and moderate special education program.

c. Option 2—K-6 mild and moderate (260). To obtain this endorsement, the applicant must hold a valid Iowa license with either a K-6 or 7-12 special education instructional endorsement and must meet the following basic requirements in addition to those set out in paragraph 15.2(1)"a."

(1) Child growth and development with emphasis on the emotional, physical, and mental characteristics of elementary age children, unless completed as part of the professional education core. See 282—subrule 14.19(3).

(2) Methods and materials for teaching elementary language arts.

(3) Remedial reading.

(4) Elementary curriculum methods and material, unless completed as part of another elementary level endorsement program (e.g., 282—subrule 14.20(2), 14.20(3), or 14.20(12), or a similar elementary endorsement program).

(5) Methods and materials for teaching elementary mathematics.

d. Option 2—7-12 mild and moderate(261). To obtain this endorsement, the applicant must hold a valid Iowa license with either a K-6 or 7-12 special education instructional endorsement and must meet the following basic requirements in addition to those set out in paragraph 5.2(1)"b."

7-12 mild and moderate (Continued)

- (1) Adolescent growth and development with emphasis on the emotional, physical, and mental characteristics of adolescent age children, unless completed as part of the professional education core. See 282—subrule 14.19(3).
- (2) Adolescent reading or secondary content area reading.
- (3) Secondary or adolescent reading diagnosis and remediation.
- (4) Methods and materials for teaching adolescents with mathematics difficulties or mathematics for the secondary level special education teacher.
- (5) Secondary methods unless completed as part of the professional education core. See 282—subrule 14.19(3).

263 Instructional strategist II: behavior disorders/learning disabilities.

This endorsement authorizes instruction in programs serving students with behavior disorders and learning disabilities from age 5 to age 21 (and to a maximum allowable age in accordance with Iowa Code section 256B.8). The applicant must present evidence of having completed the following program requirements.

- a. Foundations of special education. The philosophical, historical and legal bases for special education, including the definitions and etiologies of individuals with disabilities, exceptional child, and including individuals from culturally and linguistically diverse backgrounds.
- b. Characteristics of learners. Preparation which includes various etiologies of behavior disorders and learning disabilities, an overview of current trends in educational programming for students with behavior disorders and learning disabilities, educational alternatives and related services, and the importance of the multidisciplinary team in providing more appropriate educational programming from age 5 to age 21. Preparation in the social, emotional and behavioral characteristics of individuals with behavior disorders and learning disabilities including the impact of such characteristics on classroom learning as well as associated domains such as social functioning and at-risk behaviors which may lead to involvement with the juvenile justice or mental health system. Preparation in the psychological and social-emotional characteristics of individuals with behavior disorders and learning disabilities must include the major social characteristics of individuals with behavior disorders and the effects of dysfunctional behavior on learning, and the social and emotional aspects of individuals with learning disabilities including social imperceptiveness and juvenile delinquency. Physical development, physical disability and health impairments as they relate to the development and behavior of students with behavior disorders and the medical factors influencing individuals with learning disabilities, including intelligence, perception, memory and language development.
- c. Assessment, diagnosis and evaluation. Legal provisions, regulations and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities. Application of assessment results to individualized program development and management, and the relationship between assessment and placement decisions. Knowledge of any specialized strategies such as functional behavioral assessment and any specialized terminology used in the assessment of various disabling conditions.
- d. Methods and strategies. Methods and strategies which include numerous models for providing curricular and instructional methodologies utilized in the education of behavior and learning disabled students, and sources of curriculum materials for individuals with disabilities. Curricula for the development of cognitive, academic, social, language and functional life skills for individuals with exceptional learning needs, and related instructional and remedial methods and techniques, including appropriate assistive technology. The focus of these experiences is for students at all levels from age 5 to age 21. This preparation must include alternatives for teaching skills and strategies to individuals with disabilities who differ in degree and nature of disability, and the integration of appropriate age- and ability-level academic instruction.
- e. Managing student behavior and social interaction skills. Preparation in individual behavioral management, behavioral change strategies, and classroom management theories, methods, and techniques for individuals with exceptional learning needs. Theories of behavior problems in individuals with disabilities and the use of nonaversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities. Design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities.
- f. Communication and collaborative partnerships. Awareness of the sources of unique services, networks, and organizations for individuals with disabilities including transitional support. Knowledge of family systems, family dynamics, parent rights, advocacy, multicultural issues, and communication to invite and appreciate many different forms of parent involvement. Strategies for working with regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program. Knowledge of the collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom.
- g. Transitional collaboration. Sources of services, organizations, and networks for individuals with behavior and learning disabilities, including career, vocational and transitional support to postschool settings with maximum opportunities for decision making and full participation in the community.
- h. Student teaching. Student teaching in programs across the age levels of this endorsement. If the student teaching program has a unique age-level emphasis (e.g., K-6 or 7-12), there must be planned activities which incorporate interactive experiences at the other age level.

264 Instructional strategist II: mental disabilities.

This endorsement authorizes instruction in programs serving students with mental disabilities from age 5 to age 21 (and to a maximum allowable age in accordance with Iowa Code section 256B.8). The applicant must present evidence of having completed the following program requirements.

- a. Foundations of special education. The philosophical, historical and legal bases for special education, including the definitions and etiologies of individuals with disabilities, exceptional child, and including individuals from culturally and linguistically diverse backgrounds.
- b. Characteristics of learners. Preparation which includes various etiologies of mental disabilities, an overview of current trends in educational programming for students with mental disabilities, educational alternatives and related services, and the importance of the multidisciplinary team in providing more appropriate educational programming from age 5 to age 21. Preparation must also provide for an overview of the general developmental, academic, social, career and functional characteristics of individuals with mental disabilities as the characteristics relate to levels of instructional support required. This preparation must include the causes and theories of intellectual disabilities and implications and preventions; the psychological characteristics of students with mental and developmental disabilities, including cognition, perception, memory, and language development; medical complications and implications for student support needs, including seizure management, tube feeding, catheterization and CPR; and the medical aspects of intellectual disabilities and their implications for learning. The social-emotional aspects of mental disabilities, including adaptive behavior, social competence, social isolation and learned helplessness.
- c. Assessment, diagnosis and evaluation. Legal provisions, regulations and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities. Application of assessment results to individualized program development and management, and the relationship between assessment and placement decisions. Knowledge of any specialized strategies such as functional behavioral assessment and any specialized terminology used in the assessment of various disabling conditions.
- d. Methods and strategies. Methods and strategies which include numerous models for providing curricular and instructional methodologies utilized in the education of mentally disabled students, and sources of curriculum materials for individuals with disabilities. Curricula for the development of cognitive, academic, social, language and functional life skills for individuals with exceptional learning needs, and related instructional and remedial methods and techniques. The focus of these experiences is for students at all levels from age 5 to age 21. This preparation must include alternatives for teaching skills and strategies to individuals with disabilities who differ in degree and nature of disability, and the integration of appropriate age- and ability-level academic instruction.

Proficiency in adapting age-appropriate curriculum to facilitate instruction within the general education setting, to include partial participation of students in tasks, skills facilitation, collaboration, and support from peers with and without disabilities; the ability to select and use augmentative and alternative communications methods and systems. An understanding of the impact of speech-language development on behavior and social interactions.

Instructional strategist II: mental disabilities. (continued)

Approaches to create positive learning environments for individuals with special needs and approaches to utilize assistive devices for individuals with special needs. The design and implementation of age-appropriate instruction based on the adaptive skills of students with mental disabilities; integrate selected related services into the instructional day of students with mental disabilities. Knowledge of culturally responsive functional life skills relevant to independence in the community, personal living, and employment. Use of appropriate physical management techniques including positioning, handling, lifting, relaxation, and range of motion and the use and maintenance of orthotic, prosthetic, and adaptive equipment effectively.

e. Managing student behavior and social interaction skills. Preparation in individual behavioral management, behavioral change strategies, and classroom management theories, methods, and techniques for individuals with exceptional learning needs. Theories of behavior problems in individuals with mental disabilities and the use of nonaversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities. Design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities.

f. Communication and collaborative partnerships. Awareness of the sources of unique services, networks, and organizations for individuals with disabilities including transitional support. Knowledge of family systems, family dynamics, parent rights, advocacy, multicultural issues, and communication to invite and appreciate many different forms of parent involvement. Strategies for working with regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program. Knowledge of the collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom.

g. Transitional collaboration. Sources of services, organizations, and networks for individuals with mental disabilities, including career, vocational and transitional support to postsecondary settings with maximum opportunities for decision making and full participation in the community.

h. Student teaching. Student teaching in programs across the age levels of this endorsement. If the student teaching program has a unique age-level emphasis (e.g., K-6 or 7-12), there must be planned activities which incorporate interactive experiences at the other age level.

265 Instructional strategist II: physical disabilities.

This endorsement authorizes instruction in programs serving students with physical disabilities from age 5 to age 21 (and to a maximum allowable age in accordance with Iowa Code section 256B.8). The applicant must present evidence of having completed the following program requirements.

a. Foundations of special education. The philosophical, historical and legal bases for special education, including the definitions and etiologies of individuals with disabilities, exceptional child, and including individuals from culturally and linguistically diverse backgrounds.

b. Characteristics of learners. Preparation which includes various etiologies and characteristics of physical disabilities across the life span, secondary health care issues that accompany specific physical disabilities, an overview of current trends in educational programming for students with physical disabilities, educational alternatives and related services, and the importance of the multidisciplinary team in providing more appropriate educational programming from age 5 to age 21. Preparation must also provide for an overview of the general developmental, academic, social, career and functional characteristics of individuals with physical disabilities as the characteristics relate to levels of instructional support required.

c. Assessment, diagnosis and evaluation. Legal provisions, regulations and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities. Application of assessment results to individualized program development and management, and the relationship between assessment and placement decisions. Knowledge of any specialized strategies such as functional behavioral assessment and any specialized terminology used in the assessment of various disabling conditions.

d. Methods and strategies. Methods and strategies which include numerous models for providing curricular and instructional methodologies utilized in the education of physically disabled students, and sources of curriculum materials for individuals with disabilities. Curricula for the development of cognitive, academic, social, language and functional life skills for individuals with exceptional learning needs, and related instructional and remedial methods and techniques. The focus of these experiences is for students at all levels from age 5 to age 21. This preparation must include alternatives for teaching skills and strategies to individuals with disabilities who differ in degree and nature of disability, and the integration of appropriate age- and ability-level academic instruction. Research-supported instructional practices, strategies, and adaptations necessary to accommodate the physical and communication characteristics of students with physical disabilities, including appropriate assistive technology and alternative positioning to permit students with physical disabilities full participation and access to the general curriculum as well as social environments. Design and implement an instructional program that addresses instruction in independent living skills, vocational skills, and career education for students with physical disabilities and instructional strategies for medical self-management procedures by students.

e. Managing student behavior and social interaction skills. Preparation in individual behavioral management, behavioral change strategies, and classroom management theories, methods, and techniques for individuals with exceptional learning needs. Theories of behavior problems in individuals with physical disabilities and the use of nonaversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities. Design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities.

f. Communication and collaborative partnerships. Awareness of the sources of unique services, networks, and organizations for individuals with disabilities including transitional support. Knowledge of family systems, family dynamics, parent rights, advocacy, multicultural issues, and communication to invite and appreciate many different forms of parent involvement. Strategies for working with regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program. Knowledge of the collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom.

g. Transitional collaboration. Sources of services, organizations, and networks for individuals with physical disabilities, including career, vocational and transitional support to postsecondary settings with maximum opportunities for decision making and full participation in the community.

h. Student teaching. Student teaching in programs across the age levels of this endorsement. If the student teaching program has a unique age-level emphasis (e.g., K-6 or 7-12), there must be planned activities which incorporate interactive experiences at the other age level.

262 Early childhood—special education.

This endorsement authorizes instruction at the PK-K level only for instructional special education programs without regard to the instructional model. The applicant must present evidence of having completed the following program requirements.

a. Foundations of special education. The philosophical, historical and legal bases for special education, including the definitions and etiologies of individuals with disabilities, exceptional child, and including individuals from culturally and linguistically diverse backgrounds.

b. Characteristics of learners. Preparation which includes an overview of current trends in educational programming and theories of child development, both typical and atypical; the identification of pre-, peri-, and postnatal development and factors that affect children's development and learning. Identification of specific disabilities, including the etiology, characteristics, and classification of common disabilities in young children. Application of the knowledge of cultural and linguistic diversity and the significant sociocultural context for the development of and learning in young children.

c. Assessment, diagnosis and evaluation. Legal provisions, regulations and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities. Application of assessment results to individualized program development and management, and the relationship between assessment and placement decisions. Knowledge of any specialized strategies such as functional behavioral assessment and any specialized terminology used in the assessment of various disabling conditions. Assess children's cognitive, social-emotional, communication, motor, adaptive, and aesthetic development; and select, adapt, and administer assessment instruments and procedures for specific sensory and motor disabilities.

d. Methods and strategies. Methods and strategies which include numerous models to plan and implement appropriate curricular and instructional practices based on knowledge of individual children, the family, the community, and curricular goals and content. Select intervention curricula and methods for children with specific disabilities including motor, sensory, health, communication, social-emotional and cognitive disabilities.

Early childhood—special education.(continued)

Implement developmentally and functionally appropriate individual and group activities using a variety of formats; develop and implement an integrated curriculum that focuses on special education children from birth to age six, and incorporate information and strategies from multiple disciplines in the design of intervention strategies.

Curricula for the development of cognitive, academic, social, language and functional life skills for individuals with exceptional learning needs, and related instructional and remedial methods and techniques, including appropriate assistive technology. This preparation must include alternatives for teaching skills and strategies to individuals with disabilities who differ in degree and nature of disability, and the integration of appropriate age- and ability-level academic instruction.

e. Managing student behavior and social interaction skills. Preparation in individual behavioral management, behavioral change strategies, and classroom management theories, methods, and techniques for individuals with exceptional learning needs. Theories of behavior problems in individuals with disabilities and the use of nonaversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities. Design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities.

f. Communication and collaborative partnerships. Awareness of the sources of unique services, networks, and organizations for individuals with disabilities including transitional support. Knowledge of family systems, family dynamics, parent rights, advocacy, multicultural issues, and communication to invite and appreciate many different forms of parent involvement. Strategies for working with regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program. Knowledge of the collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom.

g. Student teaching. Student teaching in a PK-K special education program.

282—15.3(272) Special education support personnel.

1. Authorizations requiring a license.

a. Based on teaching endorsements.

- (1) Consultant.
- (2) Educational strategist.
- (3) Itinerant hospital services or home services teacher.
- (4) Special education media specialist.
- (5) Supervisor of special education—instructional.
- (6) Work experience coordinator.

b. Based on school-centered preparation but sequence of coursework does not permit service as a teacher.

- (1) School audiologist.
- (2) School psychologist.
- (3) School social worker.
- (4) Speech-language pathologist.
- (5) Supervisor of special education—support.

c. Director of special education.

2. Authorizations requiring statements of professional recognition and licenses obtained from the division of licensure, state department of health or the board of nursing.

- (1) School audiologist.
- (2) School occupational therapist.
- (3) School physical therapist.
- (4) School social worker.
- (5) Special education nurse.
- (6) Speech-language pathologist. There are two avenues available for the authorization. Only one is required.

241 - 249 Special education consultant.

a. Authorization. The holder of this endorsement is authorized to serve as a special education consultant. This support personnel provides ongoing assistance to instructional programs for pupils requiring special education.

Consultant endorsements are available in mental disabilities (241), behavioral disorders (242), learning disabilities (243), physical disabilities (244), hearing impaired (245), visually impaired (246), early childhood—special education (247), multicategorical resource room—mildly handicapped (248), multicategorical resource room—special class with integration (249).

The early childhood—special education consultant endorsement allows the individual to provide services to programs with pupils below the age of 7. All other consultants can serve programs with pupils from age 5 to 21 (and to a maximum allowable age in accord with Iowa Code section 256B.8).

b. Program requirements.

(1) Degree—master's.

1. Option 1: Master's in special education in an endorsement area listed under rule 15.2(272).
2. Option 2: Master's in another area of education plus 30 graduate semester hours in special education (instructional). These hours may have been part of, or in addition to, the degree requirements.

(2) Content: This sequence is to be at least eight graduate semester hours to include the following:

1. Curriculum development design.
2. Consultation process in special or regular education:
 - (a) Examination, analysis, and application of a methodological model for consulting with teachers and other adults involved in the educational program.
 - (b) Interpersonal relations, interaction patterns, interpersonal influence, communication skills.
3. Skills required for conducting a needs assessment, delivering staff in-service needs, and evaluating in-service sessions.

Other.

- (1) Meet the requirements for the special education teaching endorsement congruent with the consultant authorization desired.
- (2) Four years of successful teaching experience, two of which must be congruent with the consultant authorization desired.

230 Itinerant hospital services or home services teacher.

- a. Authorization. The holder of this endorsement is authorized to provide instructional services to those special education pupils hospitalized or homebound and unable to attend class.
- b. Program requirements. Degree—baccalaureate.
- c. Other.
 - (1) Hold a teaching license. This authorization is restricted to the instructional grade level held:
 - 1. Prekindergarten-kindergarten.
 - 2. K-6.
 - 3. 7-12.
 - (2) Personnel assigned to provide instructional services in psychiatric wards must have the endorsement to serve behavioral disordered students at the proper instructional grade level.

231 Special education media specialist.

- a. Authorization. The holder of this endorsement is authorized to serve as a special education media specialist. This support personnel provides correlation of media services only for pupils requiring special education.
- b. Program requirements. Degree—master's with emphasis in the specialized area of educational media.
Other. Hold one of the teaching endorsements for special education or one of the teaching endorsements outlined under rule 282—14.18(272).

233 Supervisor of special education—instructional.

- a. Authorization. The holder of this endorsement is authorized to serve as a supervisor of special education instructional programs. There are two endorsements available within this category:
 - (1) The early childhood—special education supervisor endorsement allows the individual to provide services to programs with pupils below the age of seven.
 - (2) The supervisor of special education—instruction endorsement (K-12) allows the individual to provide services to programs with pupils from 5 to 21 (and to a maximum allowable age in accord with Iowa Code section 256B.8).
- b. Program requirements.
 - (1) Degree—master's.
 - 1. Option 1: Master's in special education in an endorsement area listed under rule 15.2(272).
 - 2. Option 2: Master's in another area of education plus 30 graduate semester hours in special education (instructional). These hours may have been part of, or in addition to, the degree requirements.
 - (2) Hold or meet the requirements for the consultant endorsement.
 - (3) Content. The program shall include a minimum of 16 graduate semester hours to specifically include the following:
 - 1. Coursework requirements specified for special education consultant. Refer to subrule 15.3(1).
 - 2. Current issues in special education administration.
 - 3. School personnel administration.
 - 4. Program evaluation.
 - 5. Educational leadership.
 - 6. Administration and supervision of special education.
 - 7. Practicum: Special education administration. NOTE: This requirement can be waived based on two years of experience as a special education administrator.
 - 8. Evaluator approval component.
- c. Other.
 - (1) Two years of consultant/supervisor/coordinator/head teacher or equivalent experience in special education.
 - (2) The supervisor for early childhood—special education would need to meet the requirements for that endorsement. The K-12 supervisor would need to meet the requirements for one special education teaching endorsement to include instructional grade levels K-6 and 7-12.

234 Work experience coordinator.

- a. Authorization. The holder of this endorsement is authorized to provide support service as a work experience coordinator to secondary school programs, grades 7-12 (and to a maximum allowable age in accord with Iowa Code section 256B.8).
- b. Program requirements.
 - (1) Degree—baccalaureate.
 - (2) Content:
 - 1. A course in career-vocational programming for special education students (if not included in program for 7-12 endorsement).
 - 2. A course in coordination of cooperative occupational education programs.
 - 3. A course in career-vocational assessment and guidance of the handicapped.
- c. Other. Hold a special education endorsement—grades 7-12.

235 School audiologist.

- a. Authorization. The holder of this endorsement (or statement of professional recognition) is authorized to serve as a school audiologist to pupils with hearing impairments from birth to 21 (and to a maximum allowable age in accord with Iowa Code section 256B.8). Option 1:
Program requirements.
 - (1) Degree—a master's degree in audiology.
 - (2) Content. Completed the requirements in audiology and has also completed the professional education sequence, i.e., 20 semester hours including student teaching/internship as a school audiologist. Courses in the following areas may be recognized for meeting the 20 hours sequence:
 - 1. Curriculum courses (e.g., reading, methods, curriculum development, etc.).
 - 2. Foundations (e.g., philosophy of education, foundations of education, etc.).
 - 3. Educational measurements (e.g., school finance, tests and measurements, measures and evaluation of instruction, etc.).
 - 4. Educational psychology (e.g., educational psychology, educational psychology measures, principles of behavior modification, etc.).
 - 5. Courses in special education (e.g., introduction to special education, learning disabilities, etc.).
 - 6. Child development courses (e.g., human growth and development, principles and theories of child development, history of early childhood education, etc.).General education courses (e.g., introduction to psychology, sociology, history, literature, humanities, etc.) will not be credited as meeting the 20 hours.
 - (3) Completion of an approved human relations component.
 - (4) The program must include preparation that contributes to the education of the handicapped and the gifted and talented.
- Option 2:
Statement of professional recognition (SPR). If a person has completed a master's in audiology but has not completed the education sequence or chooses not to be certified, a license must be obtained from the Iowa state board of speech pathology and audiology examiners, Iowa department of public health. Additionally, the person is required to obtain a statement of professional recognition (SPR) from the board of educational examiners.

School audiologist (continued)

Procedure for acquiring the statement of professional recognition: The special education director

(or designee) of the area education agency must submit a letter requesting that the authorization be issued. The following documents must be included:

1. A copy of a temporary or regular license issued from the division of licensure, Iowa department of public health.
2. An official transcript reflecting the master's degree in audiology. A temporary SPR will then be issued for one school year. An approved human relations course must be completed before the start of the next school year. The applicant must provide evidence that:
 - (1) The human relations component has been fulfilled within the required time frame, and
 - (2) The class of license from the division of licensure is regular in the event a temporary license was issued initially.

236 School psychologist.

a. Authorization. The holder of this endorsement is authorized to serve as a school psychologist with pupils from birth to age 21 (and to a maximum allowable age in accordance with Iowa Code section 256B.8).

b. Program requirements.

(1) An applicant shall have completed an approved program of graduate study in preparation for service as a school psychologist through one of the following options:

1. Completion of a master's degree with sufficient graduate semester hours beyond a baccalaureate degree to total 60; or
2. Completion of a specialist's degree of at least 60 graduate semester hours with or without completion of a terminal master's degree program; or
3. Completion of a 60-semester-hour master's degree program; or

Completion of a graduate school psychology program that is currently approved (or was approved at the time of graduation) by the National Association of School Psychologists or the American Psychological Association; or

5. Certification as a Nationally Certified School Psychologist by the National Association of School Psychologists.

The program must include a practicum in a school setting designed to give the school psychologist an opportunity to develop an understanding of the role of psychology in the classroom through participation in classroom procedures in a supportive role.

(2) The program shall include an approved human relations component.

(3) The program must include preparation that contributes to the education of students with disabilities and students who are gifted and talented.

c. School psychologist one-year Class A license.

(1) Requirements for a one-year Class A license. A nonrenewable Class A license valid for one year may be issued to an individual who must complete an internship or thesis as an aspect of an approved program in preparation for the school psychologist endorsement. The one-year Class A license may be issued under the following limited conditions:

1. Verification from the institution that the internship or thesis is a requirement for successful completion of the program.
2. Verification that the employment situation will be satisfactory for the internship experience.
3. Verification from the institution of the length of the approved and planned internship or the anticipated completion date of the thesis.
4. Verification of the evaluation processes for successful completion of the internship or thesis.
5. Verification that the internship or thesis is the only requirement remaining for successful completion of the approved program.

(2) Written documentation of the above requirements must be provided by the official at the institution where the individual is completing the approved school psychologist program and forwarded to the Iowa board of educational examiners with the application form for licensure.

237 Speech-language pathologist.

a. Authorization. The holder of this endorsement (or statement of professional recognition) is authorized to serve as a speech-language pathologist to pupils from birth to 21 (and to a maximum allowable age in accord with Iowa Code section 256B.8). Option 1:

b. Program requirements.

(1) Degree—master's in speech pathology.

(2) Content. Completion of the requirements in speech pathology and the professional education sequence, i.e., 20 semester hours including student teaching/internship as a school speech-language pathologist. Courses in the following areas may be recognized for meeting the 20 hours sequence:

1. Curriculum courses (e.g., reading, methods, curriculum development, etc.).
2. Foundations (e.g., philosophy of education, foundations of education, etc.).
3. Educational measurements (e.g., school finance, tests and measurements, measures and evaluation of instruction, etc.).
4. Educational psychology (e.g., educational psychology, educational psychology measures, principles of behavior modification, etc.).
5. Courses in special education (e.g., introduction to special education, learning disabilities, etc.).
6. Child development courses (e.g., human growth and development, principles and theories of child development, history and theories of early childhood education, etc.).

General education courses (e.g., introduction to psychology, sociology, history, literature, humanities, etc.) will not be credited as meeting the 20 hours.

(3) Completion of an approved human relations component.

(4) The program must include preparation that contributes to the education of the handicapped and the gifted and talented. Option 2: Statement of professional recognition (SPR).

If a person has completed a master's in speech pathology but has not completed the education sequence or chooses not to be certified, a license must be obtained from the Iowa state board of speech pathology and audiology examiners, Iowa department of public health. Additionally, the person is required to obtain a statement of professional recognition (SPR) from the board of educational examiners.

Procedure for acquiring the statement of professional recognition. The special education director (or designee) of the area education agency must submit a letter requesting that the authorization be issued. The following documents must be included:

1. A copy of a temporary or regular license issued from the division of licensure, Iowa department of public health.
2. An official transcript reflecting the master's degree in speech pathology. A temporary SPR will then be issued for one school year. An approved human relations course must be completed before the start of the next school year. The applicant must provide evidence that:
 - (1) The human relations component has been fulfilled within the required time frame, and
 - (2) The class of license from the division of licensure is regular in the event a temporary license was issued initially.

254-257 Supervisor of special education—support.

254 - Audiologist 255 - School Psychologist 256 - Social Worker 257 - Speech Language Pathologist

- a. Authorization. The holder of this endorsement is authorized to serve as a supervisor of special education support programs. (This includes the hearing conservation/educational services which encompass the hearing-impaired instructional programs.) The supervisor authorization is discipline specific.
- b. Program requirements.
- (1) Degree—master's in preparation for school psychology, speech/language pathology, audiology (or education of the hearing impaired), or social work.
 - (2) Content. The program shall include a minimum of 16 graduate semester hours to specifically include the following:
 1. Consultation process in special or regular education.
 2. Current issues in special education administration.
 3. Program evaluation.
 4. Educational leadership.
 5. Administration and supervision of special education.
 6. Practicum: Special education administration. NOTE: This requirement can be waived based on two years of experience as a special education administrator.
 7. School personnel administration.
 8. Evaluator approval component.

c. Other.

- (1) Four years of support service in a school setting with special education students in the specific discipline area desired.
- (2) Meet the practitioner licensure requirements of one of the following endorsements:

1. School audiologist (or hearing impaired at K-6 and 7-12).
2. School psychologist.
3. School social worker.
4. Speech-language pathologist

An individual holding a statement of professional recognition is not eligible for the director endorsement.

239 Director of special education.

- a. Authorization. The holder of this endorsement is authorized to serve as a director of special education. Assistant directors, special education coordinators and other equivalent types of positions are required to hold this endorsement.

- b. Program requirements. Degree—specialist or its equivalent: A master's degree plus at least 32 semester hours of planned graduate study in administration or special education beyond the master's degree.

- (1) Hold or meet the requirements for supervisor of special education—instructional endorsement (refer to subrule 15.3(5)) or support (refer to subrule 15.3(10)).

- (2) Content. The program shall include a minimum of 32 graduate semester hours, 16 semester hours of which are outlined under supervisor of special education—instructional or support.

1. Foundations of school administration.
2. School finance.
3. School law.
4. School-community relations.

5. Electives in educational administration, special education, school psychology, speech/language pathology, audiology, and school social work so that the program totals 32 graduate semester hours.

6. Evaluator approval component.

c. Other.

Option 1: Instructional. Meet the requirements for one special education teaching endorsement to include at least two of the following levels:

1. Early childhood—special education.
2. K-6.
3. 7-12.

Option 2: Support. Meet the practitioner licensure requirements for one of the following endorsements:

1. School audiologist
2. School psychologist.
3. School social worker.
4. Speech-language pathologist

An individual holding a statement of professional recognition is not eligible for the director endorsement.

240 School social worker.

- a. Authorization. The holder of this endorsement is authorized to serve as a school social worker to pupils from birth to 21 (and to a maximum allowable age in accord with Iowa Code section 256B.8).

Option 1:

- b. Program requirements. Master's degree in social work from an accredited school of social work to include a minimum of 20 semester hours coursework (including practicum experience) which demonstrates skills, knowledge, and competencies in the following areas:

- (1) Social work: Study and knowledge in the following three areas:

1. Assessment (e.g., social, emotional, behavioral, and familial, etc.).
2. Intervention (e.g., individual, group, family counseling, etc.).
3. Related studies (e.g., community resource coordination, multidiscipline teaming, organizational behavior, research, etc.).

- (2) Education: Study and knowledge in the following areas:

1. General education (e.g., school law, foundations of education, methods, psychoeducational measurement, behavior management, child development, etc.).

2. Special education (e.g., exceptional children, psychoeducational measurement, behavior management, special educational regulations, counseling school age children, etc.).

3. Practicum experience: The program shall include an experience in a school setting under the supervision of an experienced school social work practitioner. The practicum shall include experiences in assessment; direct services to children and families; consultation; staffing, community liaison and documentation; which leads to the development of professional identity and the disciplined use of self. If a person has served two years as a school social worker the practicum experience can be waived.

4. Completion of an approved human relations component.

5. The program must include preparation that contributes to the education of the handicapped and the gifted and talented.

Option 2: Statement of professional recognition (SPR). The special education director (or designee) of the area education agency must submit a letter requesting that the authorization be issued. Additionally, an official transcript reflecting the master's in social work must be included. If a person qualifies for a regular license, that must also be submitted. A temporary SPR will then be issued for one school year. An approved human relations course must be completed before the start of the next school year. The applicant must provide evidence that the human relations component has been fulfilled within the required time frame.

A temporary SPR will be granted for two additional school years to allow the person time to complete the two years' supervised practice experience that are required before taking the social work license examination and to allow sufficient time to complete successfully the examination and be issued the license. At the end of the third school year, the applicant must submit a copy of a social work license issued by the Iowa department of public health.